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ABSTRACT

This book is designed for advanced classes of adults learning English as a second language. The first section uses maps and texts to show the historical background of some important English dialects. A brief look at Canadian French is included. The second section deals with the origins of words, focussing on the tremendous influence of French on English. The third section explores standard forms of English. A short play entitled "Visitors from Outer Space" raises controversial issues for class discussion. The aims of this text are to develop listening comprehension and reading skills, encourage controlled discussion on specific topics, and improve vocabulary growth. Each of the 15 units can be covered in about half an hour. Possible answers to many of the questions presented are given at the end of each section. (Author/JB)

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THE ANCESTRY OF CANADIAN ENGLISH

by C.V. BAEYER

with a play by Kathy MacLellan

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In memoriam
WALTER S. AVIS
1919 – 1979

TO THE STUDENT AND TEACHER

This book, *The Ancestry of Canadian English*, is designed for advanced classes of adults learning English. It is part of the Canadian English Series, complementing the less advanced book *Talking about Canadian English*. The two books may, but need not, be taught in sequence. Both are accompanied by tapes.

The first section of *The Ancestry of Canadian English* uses maps and texts to show the historical background of some important English dialects, beginning with present-day Canadian English and going back in time. A brief look at Canadian French is included here. The second section deals with the origins of words, focussing on the tremendous influence of French on English. The third section asks if one kind of English is more standard than another, and explores the area of attitudes to language. A short play called *Visitors from Outer Space* is included here. It raises numerous issues, including some controversial ones, which can be discussed objectively in the context of the play.

The aims throughout are to:

1. develop the listening comprehension skill,
2. develop reading skills,
3. encourage controlled discussion on specific topics, and
4. improve the growth of vocabulary.

There are 15 units, most of which can be covered in about half an hour. Every unit opens with a text which is also available on tape. A good way to use the texts is to have learners read along in their books while listening to the tape. Next, there are questions which combine a review of the text with additional materials and suggestions for discussions. Possible answers to many of the questions are given at the end of each section.

The Ancestry of Canadian English offers many opportunities to talk *about* English *in* English.

I.

THE ANCESTRY OF DIALECTS

WHERE DID CANADIAN ENGLISH COME FROM?

The Early Settlers

Let's go back in history and see what kind of English the early English-speaking settlers brought with them to Canada. The first large groups of English speakers who came to Canada were from the United States. They migrated to Canada in the last two decades of the 1700's, following the American Revolution. Several groups of prosperous settlers came from the cities of New England to the Maritimes. Other groups, including many soldiers and farmers, crossed the Appalachian Mountains to Ontario. They settled along the St. Lawrence River between Kingston and Montreal, in the Niagara Peninsula, and in the Windsor area. These immigrants were Americans who wanted to live in a country ruled by the British Crown, not in an American Republic. They were called United Empire Loyalists.

Large numbers of Americans continued to come to Ontario in the early 1800's. Among these immigrants, the *Northern* dialect was the most important, but there was also some *Midland* influence (see the map). By 1812, Ontario had a population of about 100,000. Four-fifths were North American by birth, including most of the United Empire Loyalists. The remaining fifth were not born in North America; they were British, German and other immigrants.

The Irish and the Scots

During the early 1800's, a large number of people from Ireland and Scotland came to Canada. Their dialects influenced the English language of Ontario in the rural regions where they settled. But the language of the towns and cities basically remained the *Northern* dialect of American English.

The English Colonial Authorities

What about the influence of the dialect of the colonial authorities in Canada? In fact, in Ontario there were only small numbers of Englishmen. Since this small number of Englishmen held the highest positions in the Canadian colonies, their dialect was admired but also resented by the other settlers. The result was that their influence on Canadian speech was small, except in literary and dramatic activities.

Moving West

Meanwhile, the Americans were moving into the Western U.S. As the *Northern* and *Midland* dialects were brought west, they formed *General American* (see the dotted line). Today, *General American* is being spread all over the U.S. by television programs, the education system, the news media, and Hollywood movies. What about the Canadian West? Most of the early settlers there were from Ontario or the U.S. They brought with them the dialect of Ontario (basically *Northern*) and the *General American* dialect (basically *Northern* again).

General Canadian

The English of Ontario and Western Canada is today called *General Canadian.* It is different from its parent, the *Northern* dialect of American English, in many small ways. For example, *General Canadian* has kept some British usages: bag, blinds, constable. American would say: (paper) sack, (window) shades, police officer. *General Canadian* also uses a number of British spellings, such as: catalogue, colour, centre (compared to American: catalog, color, center). *General Canadian* even sounds different in some words, for example the *ou* is different in Canadian *house* [əu] and American *house* [au].

General Canadian is now spreading into Atlantic Canada, and steadily replacing the Maritimes and Newfoundland dialects. So today the single uniform dialect of *General Canadian* is used all across Canada. See the front cover of this book for a simplified view of the origin and spread of *General Canadian.*

FOR DISCUSSION AND REVIEW

(Possible answers page 20.)

Comprehension Check:

a. What was the first large group of English speakers to come to Canada?
b. Where did they come from and where did they move to?
c. What do the words *United Empire Loyalists* mean?
d. What dialect of English established itself in Ontario?
e. Did the dialect of the English colonial authorities influence Canadian speech?
f. Who first settled the Canadian West?
g. Was the English in Western Canada very different from the English in Ontario?
h. What is *General Canadian*?
i. Give an example or two of differences between *General Canadian* and *General American*.
j. What is happening to English in Atlantic Canada?

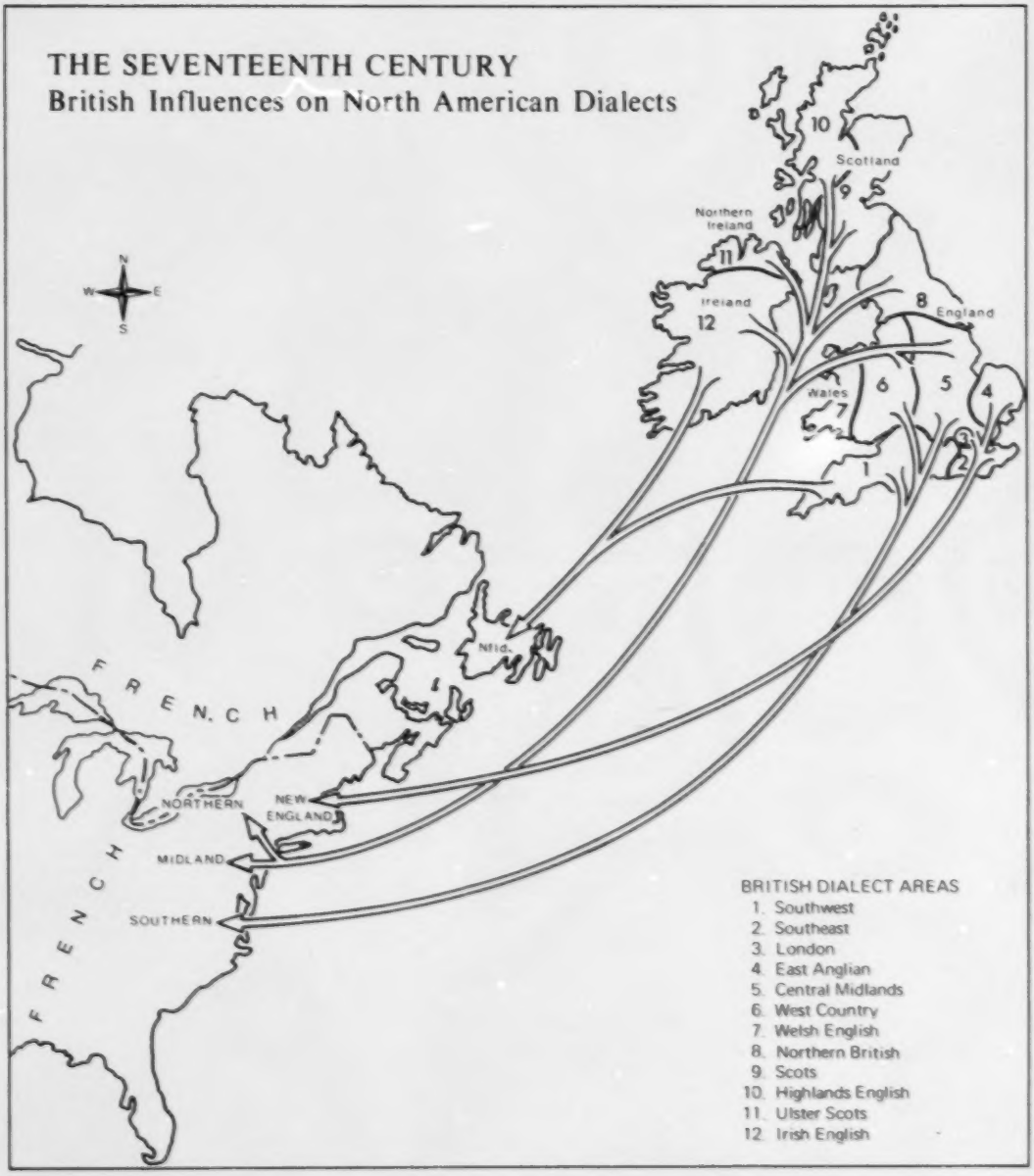
1. Imagine that two groups of people speaking different dialects of English settle a new land. What are some of the factors that influence which dialect becomes the most popular in the newly settled place? Think, for example, of how the number of settlers speaking each dialect might affect the result.

2. According to the text, in what way were the early settlers in Ontario pro-British and anti-American? In what way were they anti-British and pro-American? Does this situation continue today?

(Note: For further information on the *social* varieties of Canadian English, see the author's *Talking about Canadian English*.)

Unit 2.

WHERE DID AMERICAN ENGLISH COME FROM?



The Early Immigrants

So *General Canadian* comes mainly from the *Northern* dialect of American English. But where did *Northern* and the other American dialects come from? How and when did they get to the New World? The American dialects came from Britain with various waves of immigration, as the map on the opposite page shows. For example, beginning in the 17th century, many people from the London area moved to New England.

During the 18th and early 19th centuries, several dialects from the northern part of Britain where brought to the Eastern U.S. As time went by, they mixed and developed into the *Northern* dialect of American English and its close relative *Midland*.

The West

While the American dialects were developing in the east, the French controlled the Mississippi Valley and most of Canada. To the west of the French were a number of Indian tribes and Spanish settlements. As the American nation grew, the Americans bought the lands which the French had claimed but were too weak to defend, and seized the remaining Indian and Spanish lands. The final result was the spreading of English to the Western United States.

American Versus British English

But if American speech came from British speech, why do the two kinds of English sound so different today? Because so many words and sounds are different. Compare British *bonnet, cinema,* and *sweets* to American *hood* (of a car), *movie,* and *candy*. And compare the pronunciation of *Standard British* 'car' [kɑ:] and *General American* 'car' [kɑr].

There are many reasons for such differences. One is that *Standard British* is based mainly on the dialect of educated speakers from London and nearby southern parts of England. *General American*, however, can be traced back to the northern parts of England, Scotland and Ireland. Another reason is that American speech changed significantly when large numbers of immigrants came from all over Europe. These immigrants brought new words and expressions into the spoken English of North America. Still another reason for the differences between British and American English is that different branches of any language live their own lives. These two kinds of English were quite isolated from one another for many years and grew differently.

What about the dialects in Britain today? The areas where regional dialects are spoken in Britain have changed little since the 17th century. Of course, more and more people are learning *Standard British* in addition to their regional dialects. But the map of Britain on the opposite page is a good picture of modern dialects there.

FOR DISCUSSION AND REVIEW

(Possible answers page 20.)

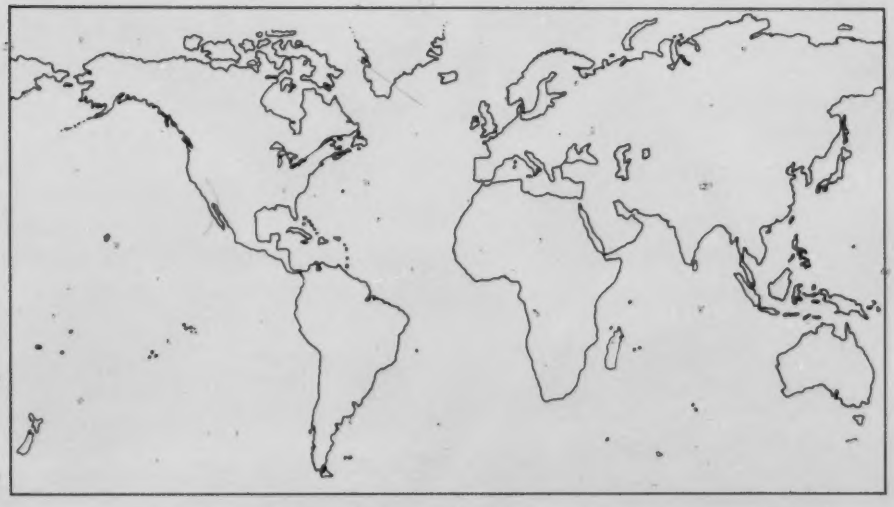
Comprehension check:

a. Where does the *Northern* dialect of American English come from ?
b. What happened to American English as the American colonies grew?
c. Give an example or two of differences between British and American English.
d. Why is American English so different from British English?
e. Have the dialect boundaries in Britain changed much from the 17th century to today?

1. A large number of early settlers in Australia were sent there as prisoners from England, among them many from the poorer areas of London. How might the social and geographical origins of the settlers have affected the English of Australia? Think of other reasons why English is different in various parts of the world.

2. Geography can play an important part in the development and spread of a language. What would be the dialect situation in North America if the Atlantic Ocean were only a wide river, and were easy to cross for speakers of different dialects and languages?

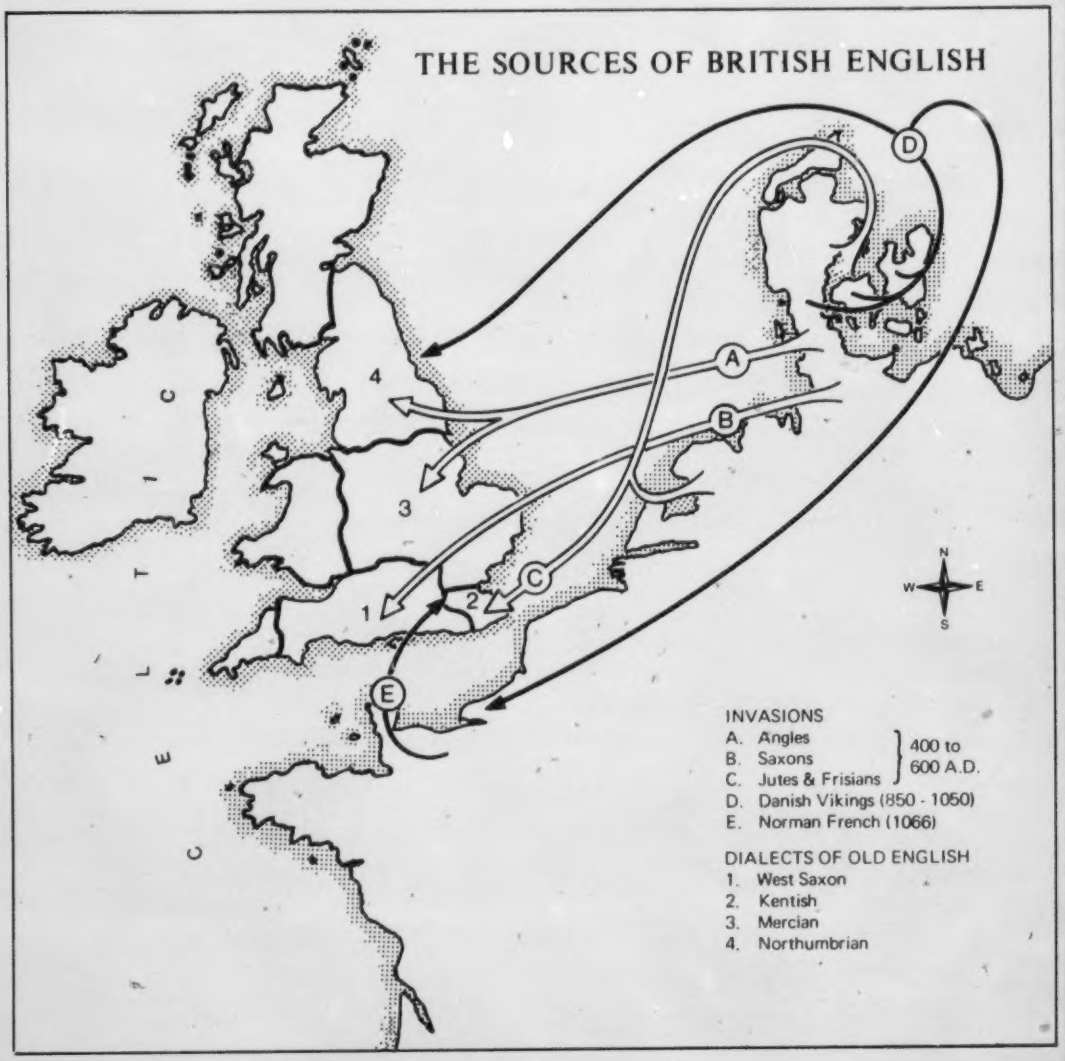
   (There was, long ago, no Atlantic Ocean. See on the outline map below how the east coast of North and South America fits into the west coast of Europe and Africa. In fact, India, Australia and Antarctica fitted against the east coast of Africa then.)



3. Have you heard the expression "Go West, young man!"? Try to say it in your own words. This expression was very popular in the U.S. and Canada in the 19th century. What was happening then to make this expression popular? Can you suggest other times in British history when the expression could also have been used? (Clue: look at the maps.)

Unit 3.

WHERE DID BRITISH ENGLISH COME FROM?



The Early Settlers in England

We have traced *General Canadian* back to *Northern* in the United States, and then from there back to several dialects of the northern part of Britain. Let's go one more step back into history and see where the British dialects came from. The answer is on the map opposite: English came from what is now northern Germany. A number of tribes lived there speaking various Germanic dialects. One of the tribes was called the Angles, and they gave their name to a country (England) and to a language (English).

Germa*nic* refers to all the languages related to German. Since English came from the languages of several Germanic tribes, it too is Germa*nic*. In Unit 7 we will see how many Germanic languages there are.

The Celts

The Germanic tribes moved into England and pushed the Celtic people living there to the west. But the Germanic settlers did not destroy all the Celtic languages. Even today, there are a number of people who speak a Celtic language: Scots Gaelic is spoken in northern Scotland, Irish Gaelic in Ireland, and Welsh in Wales. Breton in western France is also a Celtic language.

Notice the two kinds of arrows on the map. Those with a double line (A, B, C) show tribes which actually settled in England. The single-line arrows (D, E) show groups that conquered the earlier settlers in war, but never settled in large numbers. All the settlers and invaders contributed in some way to the creation of English.

The Vikings

The Danish Vikings (D) conquered the Angles (A), but they were soon assimilated. Some Danish Vikings also conquered Normandy, but after they arrived there, they learned the local dialect of French and lost their own language. Later, the Normans (E) conquered England, bringing with them their local dialect of French. What a confusing situation!

Imagine two Viking brothers. One conquers his Anglian cousin, the other conquers his Norman neighbours. Then the one who conquered the Normans joins with them to defeat his brother who conquered the Angles. Fortunately, all this did not really happen in just one generation!

We have traced English back to Germanic Europe around 400 A.D. The ancestor of these Germanic dialects did not resemble Modern English at all. We will look at this ancestor, called Indo-European, in Unit 7. For now, our journey back in time has gone far enough.

FOR DISCUSSION AND REVIEW

(Possible answers page 21.)

Comprehension Check:

a. Where does British English come from?
b. Where does the name English come from?
c. What does Germa*nic* mean?
d. Whom did the Germanic tribes push West?
e. What do the two kinds of arrows on the map mean?
f. What happened to the Danish Vikings in Normandy?

1. Look at the dialect boundaries on the maps of Britain in this unit and in Unit 2. What had happened to the four Old English dialects by the time the modern English dialects developed?

2. List as many words as you can that come from the name of the Angles. List some French words as well.

(It is said that Anglia, the original home of the Angles in what is now Denmark, got its name because it has the shape of an angle, the figure formed by two lines that meet. Angle is also an old word for fishhook, which gives us the modern word 'angling'.)

Which is which?

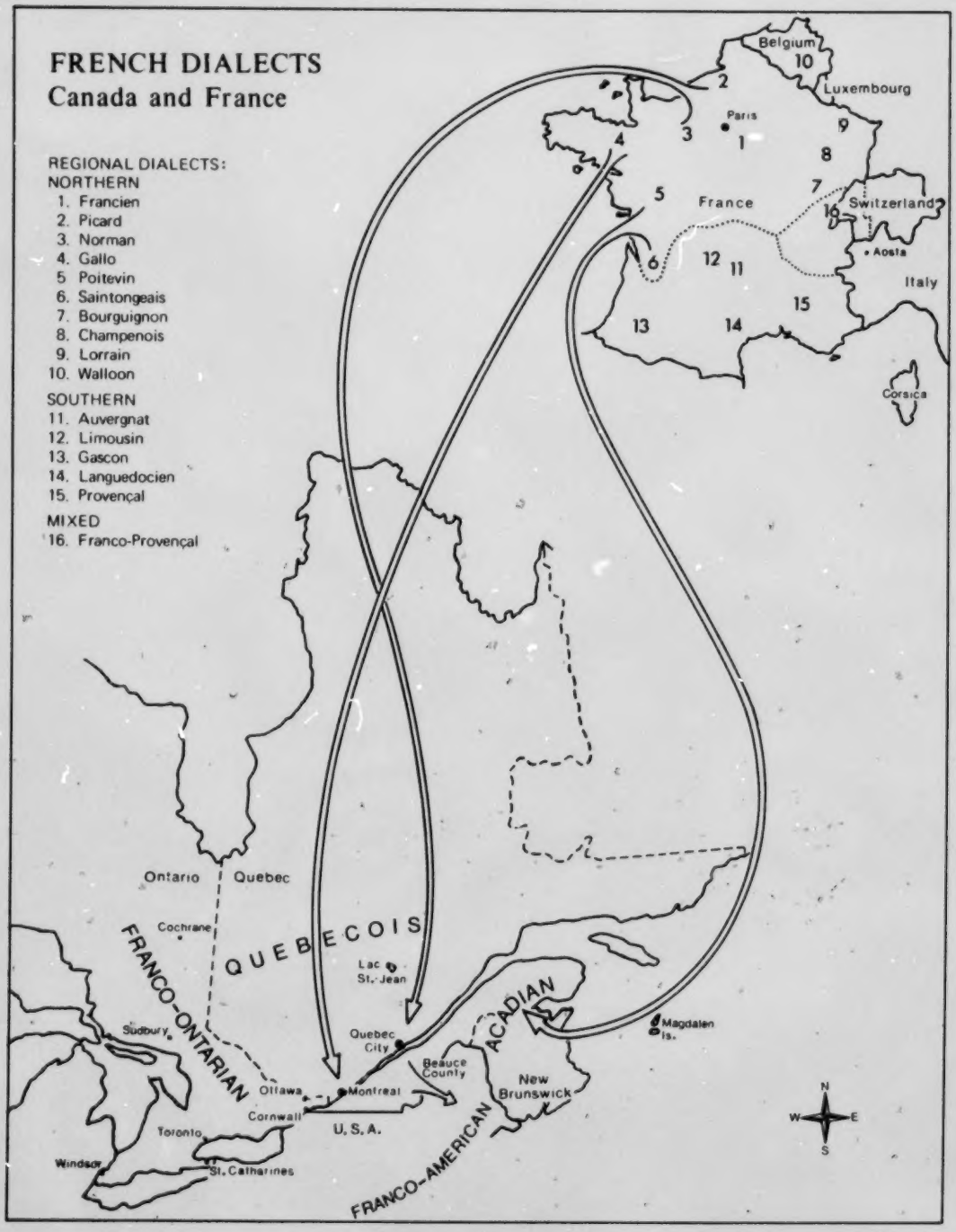
ANGLE
ANGEL

3. Here is a simplified example of Old English (also called Anglo-Saxon) as it was written between the 6th and 11th centuries. Guess what text the following lines come from:

Fader ure
Thu the eart in heofonum
Si thin nama gehalgod.

To help you identify the lines, look at a later version which is closer to Modern English. It is a simplified example from the 14th century, in a form of English called Middle English.

Oure fadir
That art in hevenes
Halewid be thi name.


FRENCH DIALECTS
Canada and France
REGIONAL DIALECTS:
NORTHERN
1. Francien
2. Picard
3. Norman
4. Gallo
5. Poitevin
6. Saintongeais
7. Bourguignon
8. Champenois
9. Lorrain
10. Walloon
SOUTHERN
11. Auvergnat
12. Limousin
13. Gascon
14. Languedocien
15. Provençal
MIXED
16. Franco-Provençal
Belgium
Luxembourg
Paris
France
Switzerland
Aosta
Italy
Corsica
Ontario
Quebec
Cochrane
QUEBECOIS
FRANCO-ONTARIAN
Lac St. Jean
Sudbury
Quebec City
Beauce County
ACADIAN
Magdalen Is.
New Brunswick
Ottawa
Montreal
Cornwall
U.S.A.
Toronto
Windsor
St. Catharines
FRANCO-AMERICAN
N
W
E
S

Unit 4.

FRENCH DIALECTS: CANADA AND FRANCE

French in Eastern Canada

A number of different kinds of French exist in Canada. One is the standard written and spoken French of the textbooks. Then there are the different dialects of spoken French. *Acadian* French is spoken in New Brunswick and neighbouring areas of Quebec, as well as in Nova Scotia and on Prince Edward Island. It is quite different from all the other French dialects in Canada. These other kinds of French have been divided into *Franco-Ontarian* and *Québécois* for convenience (see the map). *Franco-Ontarian* has more English words in it than *Québécois*. *Québécois* further divides into the different ways of speaking in Montreal, Quebec City, the Lac St. Jean area, and Beauce County, to name only a few.

French in the Rest of North America

In 1755 the British Governor of Massachusetts forcibly removed many Acadian French people from Canada to Louisiana. He feared their presence on his borders while Britain was at war with France. The Acadian dialect, called *Cajun*, is still known in Louisiana. In the 1840's, speakers of *Québécois* moved into Maine and neighbouring states. This *Franco-American* is, like *Franco-Ontarian*, much influenced by English. Speakers of *Québécois* have also moved in smaller numbers to Manitoba and other parts of Western Canada.

The Dialects of France

Turning to France, we see that the dialects of spoken French are generally called by the names of the old provinces of France. The Northern dialects are quite different from the Southern ones. *Standard French* is based on a Northern dialect called *Francien* (number 1 on the map).

French is also spoken in Belgium, in Luxembourg, in Switzerland, and even in a small part of Italy around Aosta. Although Corsica belongs to France, the dialect there is closer to Italian.

Early French-Canadian Settlers

The French settled in Canada during the 17th century. Most of them came from the northern part of France. Many of the settlers around Quebec City were Norman, while those who settled further up the St. Lawrence River probably came from the western part of France (see the arrows on the map). The Acadians came from slightly further south.

The French of France can be heard today in the Gulf of St. Lawrence on the two tiny islands of St. Pierre and Miquelon that still belong to France.

FOR DISCUSSION AND REVIEW

(Possible answers page 21.)

Comprehension Check:

a. What are the major kinds of French in Canada?
b. In what way does *Franco-Ontarian* differ from *Québécois?*
c. Name some dialects in Quebec.
d. Where is *Cajun* spoken and where does it come from?
e. Where does *Franco-American* come from?
f. Which of the two main kinds of dialects in France is *Standard French* based on?
g. Where else in Europe is French spoken?
h. Where did the Quebec City and Montreal settlers come from?
i. Where did the Acadians come from?

1. If you or your relatives or friends come from a place where French is spoken, try to say something about the local words and expressions in the dialect. Try to tell what French sounds like in that place. If possible, locate it on the map.

2. Settlers came to Canada from all over France, but *Québécois* is mostly *Norman*. What does that suggest about the Norman settlers?

3. Do you remember the two imaginary Viking brothers in Unit 3? One conquered his Anglian cousin in Britain, the other conquered his Norman neighbours in France. Then the one who conquered the Normans joined with them to defeat his brother who conquered the Angles.

   The story goes on, since the brother who conquered the Normans had two sons. One son stayed in Normandy, and the other helped to conquer England and stayed there. Then both sons went to Quebec. What did the two sons do there?

4. Is it possible that the severe cold of winter forces the Québécois to speak with their lips?

   (Auguste Viatte, La Francophonie, Librairie Larousse, 1969, p. 46: "Leur prononciation. . .: faut-il y voir un effet du froid rigoureux qui, en hiver, amène les promeneurs à ne parler que du bout des lèvres?")

   Such rhetorical questions reveal more about the ignorance of the authors than about the nature of Canadian French. Can you give some reasons why the cold and the lips do not explain the typical sounds of Canadian French? Think of other places where it is cold. Can you think of any typically French Canadian sounds produced with the lips?

5. Write a letter to the author of this book complaining about an omission from the map in this unit (for example, the map does not include French in Manitoba). If the letter is about a dialect, include information such as the following: Where is it spoken? By whom is it used? In what circumstances is it used? How is it different from other dialects (in sounds, words, or phrases)?

POSSIBLE ANSWERS

Unit 1. CANADIAN ENGLISH (page 7)

1. Some factors:
   a. who gets there first;
   b. where the largest group of settlers comes from;
   c. who controls schools, government, the main economic activity, and religion;
   d. how isolated the place is from the influences of other places;
   e. which dialect has the greatest prestige.
2. The settlers were pro-British (anti-American) because they wanted to live in a country ruled by the British Crown, not an American Republic. They were anti-British (pro-American) because they resented the dialect of the British authorities and spoke a dialect derived from *Northern*. Yes, this situation continues, but the attachment to the British Crown is weaker and *General Canadian* differs from *Northern* in many small ways.

Unit 2. AMERICAN ENGLISH (pages 10-11)

1. The English of Australia comes from southern British working-class speech (using many Cockney vowels and words). So the dialect of the English authorities was not popular. Other reasons for different kinds of English: a variety of different British dialects have been brought to other countries and mixed there with each other and with other languages in different ways. When this creates groups that do not communicate very much with each other, the English of each group will change further, creating different dialects. These dialects then help to maintain people's sense of identity.
2. Scenario 1: There would be many countries in North America with as many dialects of all the major European languages as in Europe today.
   Scenario 2: Various European countries would extend into North America and communications would be so good that the North American dialects would be quite similar to the European ones.
   Scenario 3: North America would become the place of central importance, and the Europeans would copy the North American dialects.
3. Overpopulation of existing lands was an important reason for each of the moves to the West. The lands in the West were always considered to be the new, young country, settled only by the bravest and strongest who wanted more freedom. The Americans went west in the U.S. Also, the British went west to America (see the map on the front cover).

Unit 3. BRITISH ENGLISH (pages 14-15)

1. The dialects increased in number as the population expanded into new (formerly Celtic) territories that were then cut off for many years from the rest of Britain.
2. In English: *England, English, Anglican, Anglophone, Anglicize.*
   In French: *Angleterre, Anglais.*
3. The Lord's Prayer.

Unit 4. FRENCH DIALECTS (pages 18-19)

2. The Normans were the largest single group of settlers; they were the first group to settle; they were the most prestigious group of settlers.
3. The English son fought the French son. Later, both together founded a new country called Canada.
4. The French in the Alps should be like Quebec French because it is cold there, and the French in the Sahara should sound the opposite of Quebec French because of the heat. Neither is true. The typical sounds of Quebec French are NOT pronounced with the lips. The most typical would be the short *s* sound in words like partsi (=parti); older French forms like moé (=moi), icitte (=ici), etc.; and slightly altered vowels in words like *là*, v*i*te, and fr*an*çais.

II.

THE ANCESTRY OF WORDS

Unit 5.

BORROWINGS FROM FRENCH

Let's turn from the ancestry of dialects to the ancestry of individual words. The words we will look at below exist in *all* the dialects of English; they are not just Canadian or British, they are simply English.

Norman French

English has borrowed from many languages, but mostly from French. The influence of French started in 1066 when the Normans conquered England. Remember, the Normans didn't settle in huge numbers in England, although they did take over the government and they did become the landlords of much of Britain. So the officials and upper classes spoke and wrote *Norman* French while the peasants continued to speak English. The words borrowed into English at this time describe official and upper-class activities. For example, many of words in the following sentences are from *Norman* French:

> The *Countess* sent her *messengers* to invite all the *nobles* to her *court* for a *feast* with many *minstrels* and *jugglers*. The *Baron* gave his *warden* a *reward* for *catching* the man who had *escaped* from the *tower*.

The Decline of the French Language in England

During the 14th century, about a third of the population of Britain died in a series of horrible plagues. The disease was worst in towns. English-speaking peasants then moved into the towns in great numbers to become wage-earners for the first time. An English-speaking merchant class developed. Together, the merchants and the peasants applied pressure to make English the language of government and business. And so the use of French slowly died out in Britain.

The Continuing Influence of French Culture

The upper classes, however, continued to be influenced by French culture, and introduced a growing number of French words into their English. Gradually, many of these words became a permanent part of the English language. Here are some examples:

> Military words: *army, captain, defend, battle, enemy*
> Legal words: *debt, crime, judge, jury, arrest*
> Words in government: *country, mayor, royal, government, revenue*
> Religious terms: *preach, chapel, pray, saint, confess*
> Words for upper-class interests: *cards, dice, beauty, costume, dance*
> General words: *change, arrange, save, active, brief, large*

From the 14th century on, the French words that English borrowed came from the dialect of Paris, not from the *Norman* dialect. Paris was already the centre of French culture. Its dialect (called *Francien* in Unit 4) later became *Standard French*. The borrowing from *Standard French* has continued on a smaller scale to the present. Here are some recent examples: *cigarette, police, picnic, amateur, menu, souvenir, prestige, matinee, café.*

FOR DISCUSSION AND REVIEW

(Possible answers page 40.)

Comprehension Check:

Vocabulary:

a. Did you understand all the words in the text?
b. What is the difference between a feast and a party?
c. What are minstrels and jugglers?
d. Where do wardens work?
e. What is a souvenir?
f. What is a matinee?

General:

a. From which language has English borrowed the largest number of words?
b. When did the influence of French begin?
c. What position in society did the Normans occupy?
d. What sort of words were borrowed into English while the Normans ruled?
e. What happened to the use of French in England in the 14th century?
f. How did French continue to have an influence?
g. What sort of words were borrowed from French even after the use of French had died out in England?
h. What kind of French was the source of later borrowings?
i. Did the borrowing from French ever stop?

1. Use in a single sentence all five words in one of the following lists. Francophone students may want to give the modern French equivalents for each of these borrowings from French.

   Military words: *army, captain, defend, battle, enemy*
   Legal words: *debt, crime, judge, jury, arrest*
   Words in government: *country, mayor, royal, government, revenue*
   Religious terms: *preach, chapel, pray, saint, confess*
   Words for upper-class interests: *cards, dice, beauty, costume, dance*

2. In the lists below, the words on the left are from Old English, and the words on the right are from French. Take one section at a time, look up any words that you do not know in a dictionary, and then state the major difference between the words on the left and those to the right (other than their ancestry of course). Do the words in the section all have a special sort of meaning? Are they colloquial or literary? After

completing all the sections, state what you can conclude about the relationship between the speakers of English and those who spoke French in England in the year 1200.

	Words from Old English	Words from French with similar meaning
A.	cow	beef
	calf	veal
	pig	pork
	sheep	mutton
	deer	venison
B.	begin	commence
	hide	conceal
	feed	nourish
	hinder	prevent
	look for	search for
C.	hearty	cordial
	lonely	solitary
	deep	profound
	inner	interior
	naked	nude

3. Words from Old English usually have stress on the first syllable: wónderful, húndred. Borrowings from French are usually forced into this pattern as well: crĭminal, médicine. But some recent French borrowings have stress on the last syllable: corságe, burlésque. Listen to the list of recent French borrowings (at the end of the text on page 25) and classify them as follows:

Old English Pattern (stress on the first syllable)	French Pattern (stress on the last syllable)

4. So many English and French words are related to each other that Francophone students of English sometimes misunderstand common words that sound the same but mean something different. What is the correct French equivalent of each of the following italicized words? What French word sounds like the English one and what is its correct English translation?
   a. The situation is *actually* worse than I thought.
   b. He *demanded* that we go together.
   c. She *passed* the driving test.
   d. I *resumed* my duties last week.
   e. He *ignored* all the difficulties we were having.
   f. She works in the *library*.

Unit 6.

MORE BORROWINGS FROM FRENCH

Norman French versus Parisian French

We have seen that English has borrowed words from Norman French as well as from Parisian French. Is there really a difference? Yes, in a few cases English has borrowed both the Norman and the Parisian word for the same thing! So we have *castle* from Norman and *chateau* from Parisian. There is *catch* from Norman 'cacher' and *chase* from Parisian 'chacier'. When you buy a car, you may get a *warranty* (Norman) or a *guarantee* (Parisian). Another pair is *warden* from Norman, and *guardian* from Parisian French.

French Expressions

In addition to words, short expressions have been borrowed from French. Some of these expressions don't have any simple English equivalent:

RSVP – polite request that you let the host know whether you are accepting an invitation or not
fait accompli – something done so that it is no longer worth opposing
bon voyage – a good-bye wish to someone going on a long trip
carte blanche – permission to proceed in any way one sees fit.

Expressions may be pronounced with English sounds or in the French way:
crème de menthe *fleur-de-lis* *pièce de résistance* *papier-mâché*

Canadian French

English has also been borrowing from Canadian French. Many of the words refer to the outdoors:

prairie	*rapids*	*portage*
lacrosse	*shanty*	*voyageur*
mush!	*tuque*	*cache*

Some Indian tribes have names which are French or spelled in the French manner:

Montagnais *Iroquois* *Sioux*

From the French word 'Francophone', the English in Canada have made the new word 'Anglophone'. And the Government of Canada has recently given many of its departments new names such as 'Labour Canada' and 'Health and Welfare Canada'. The original idea was to have names that are the same in English and French, such as 'Air Canada', but now any department name can have 'Canada' after it.

FOR DISCUSSION AND REVIEW

(Possible answers page 41.)

Vocabulary check:

a. What is the difference between *castle* and *chateau*, *catch* and *chase*, *warranty* and *guarantee*, *warden* and *guardian*?

b. Use in short paragraphs: *RSVP*, *fait accompli*, *bon voyage*, *carte blanche*.

c. Define: *portage*, *rapids*, *prairie*, *voyageur*, *shanty*, *lacrosse*, *tuque*, *cache*.

d. When is *"Mush!"* (from French "Marche!") used?

e. Look up in a dictionary one of the following: *crème de menthe*, *fleur-de-lis*, *pièce de résistance*, *papier-mâché*, and read out the definition.

1. Look up the ancestry of the following rarely used words: a *snye*, a *bateau*, a *brulé*, a *Fameuse*, an *inconnu*. Notice how the meaning of each word differs from its ancestor.

   (The ancestry of a word is called its 'etymology'. The Gage Senior Dictionary of Canadian English is the best dictionary for this exercise. In it the etymologies are given in square brackets [ ] after the definitions. The symbol < means 'comes from' and is usually followed by the abbreviation of a language (Cdn.F = Canadian French) and then the ancestor. Canadianisms are marked by 'Cdn.' before the definitions. Abbreviations are listed inside the back cover.)

2. It's fun to invent the ancestry for words. For example, *news* might possibly have come from the first letters of *north*, *east*, *west*, and *south*. Or *woman* may come from *womb* + *man*. Look up news and woman and see what their ancestry actually is. (Note that different dictionaries may give somewhat different answers.) Invent a likely meaning and possible ancestry for *carry-all* and *Mayday*. Then look up what these rare words really mean and where they really come from.

3. Many words in square-dancing are from Canadian French. If possible, have someone show the origins of the following by demonstrating the steps: *à la main left* (pronounced 'alaman left'), *dos-ci-dos* (pronounced 'doe-see-doe').

4. Remember that English stress is typically on the first syllable, but words from French occasionally have the stress on the last syllable. On the tape where is the stress in: *chateau*, *warranty*, *guarantee*, *warden*, *guardian*, *portage*, *rapids*, *prairie*, *voyageur*, *shanty*, *lacrosse*?

5. What do the following expressions mean in English?
General: *savoir-faire, tête-à-tête, vis-à-vis, par excellence, faux pas.*
Dining: *hors d'oeuvre, cordon bleu, table d'hôte, à la carte, pâté de foie gras.*

6. Many English word-endings (or suffixes) come from French. In each of the lists below, write down the suffix and what it does.

For example:	joy	joyous
	murder	murderous
	thunder	thunderous

Suffix: *-ous* (French *-eux*) often turns nouns into adjectives.
-ous usually means 'full of' or 'having the qualities of x' where 'x' is the word it is added to.

A.	active	activity	B.	amuse	amusement
	complex	complexity		enjoy	enjoyment
	humid	humidity		manage	management
	brutal	brutality		astonish	astonishment

C.	simple	simplify	D.	move	movable
	intense	intensify		break	breakable
	solid	solidify		love	lovable
	false	falsify		enjoy	enjoyable

Unit 7.

IS ENGLISH MOSTLY FRENCH?

In the last two units we saw that English has borrowed a great many words from French. But back in Unit 3 we learned that English has a Germanic source. Now, is English mostly French, or isn't it?

Germanic versus French

If we look in an English dictionary, we will find that more words come from French than from the Germanic base. But if we look more closely, we will find that the Germanic words are used much more frequently. All the structure words, like *the* and *up* and *who* are Germanic. The most frequent verbs, like *go* and *say* and *can* are Germanic. Important nouns like *mother* and *food* and *house* are Germanic. These words are used over and over again. The result is that 4/5 of the words in actual English sentences are Germanic.

Is English mostly French? If we look in the dictionary, the answer is yes, and a speaker of French may think that it is easy to learn English. But if we look at actual English sentences in newspapers, on TV, or in everyday speech, then the answer is no. A speaker of French has little advantage when learning the basics of English. Of course, once the basics are mastered, the French speaker will have a great advantage in learning more advanced vocabulary.

Latin and Greek

Anyone who knows Latin or Greek will also have an advantage in learning vocabulary. The Latin of the Roman Empire affected the languages of the Germanic tribes even before they moved to Britain. In this way, the ancestor of English got the words *kettle, cheese* and *street* from spoken Latin. Then from the 7th century on, the Classical Latin of the Roman Catholic Church began to influence English. Words like *altar* and *temple* were borrowed. English also got many words related to science and education since the Church controlled the schools, for example: *library, medicine* and *mercury*. Verbs were borrowed as well: *discuss, include, admit*.

Greek has had a more indirect influence, but in order to understand this influence let's look again at the history of language. The historical base of French is the Latin of the Roman army which conquered and ruled France between 51 B.C. and the 4th century A.D. Many Greek words passed into Latin, and then into French. Some of these words from Greek then passed on into English when the French conquered England. Other Greek words

came into English directly from the Latin used by the Church or from Classical (Literary) Latin that was rediscovered in the 16th century. For example, *drama* and *rhythm* came into English via Latin, while *character* and *machine* came via Latin and French. Even today scientists use Greek to make up new terms in many fields. This is a direct result of the 16th century revival of Classical languages – Latin and Greek – and the Scientific Revolution. The names of scientific fields themselves are often from Greek: *botany, physics, biology*.

The Indo-European Family

Latin, French, German, English, Greek – they all belong to a large family of languages called the Indo-European Family. This family has members in Iran and northern India as well as in Russia. Like members of any family, they often borrow from each other.

Despite all this borrowing, English has not lost its typically Germanic character. The order of words in sentences, the pronunciation of words, as well as most of the important words, are basically Germanic. Borrowed words have greatly enriched this Germanic core.

FOR DISCUSSION AND REVIEW

(Possible answers page 41.)

Comprehension Check:

General:

a. When you examine all the words listed in an English dictionary, what is the largest single source of words?
b. What kind of words come from the Germanic base?
c. When you examine all the sentences in an English newspaper, what is the largest single source of words?
d. Does knowing other languages help in learning the basics of English?
e. What help is a knowledge of French for someone learning English?
f. What other languages have been used a lot to create specialized vocabulary?
g. English, French and a lot of languages of Europe and India all belong to a single family of languages – what is it called?

Vocabulary:

Describe briefly: a *kettle, cheese,* an *altar,* a *temple, mercury* (all from Latin); *drama, rhythm, botany, physics, biology* (from Greek).

1. Each pair in the lists below consists of a word from Old English and a closely related word borrowed from Latin. What is the difference between the pairs in each set? (Clue: in A look for a grammatical difference, and in B look for a difference in the contexts that the words are usually used in.)

	Words from Old English	Words from Latin
A.	cat	feline
	dog	canine
	cow	bovine
	horse	equine
	pig	porcine
B.	breakable	fragile
	gardening	horticulture
	fatherly	paternal
	thin	tenuous
	brotherhood	fraternity
	speed up	expedite
	make better	ameliorate
	foretell	predict
	unnecessary	extraneous
	undercover	clandestine

2. Have each member of the class explain or look up and read aloud the dictionary entry for one or two of the following modern words based on Greek: *protein, allergy, antibiotic, hormone, cosmetic, automatic, microphone, telegraph.* (How are the various definitions of a single word ordered in the dictionary you are using? Some dictionaries list meanings in the order of importance; others list meanings in historical order.)

3. In a few cases, English borrowed a word straight from Latin, and also borrowed a different version of the same Latin word via French. These different borrowing processes have enriched English by providing many related words with small differences in meaning. What is the small difference in meaning between:

directly from Latin	from Latin via French
fragile	frail
extraneous	strange

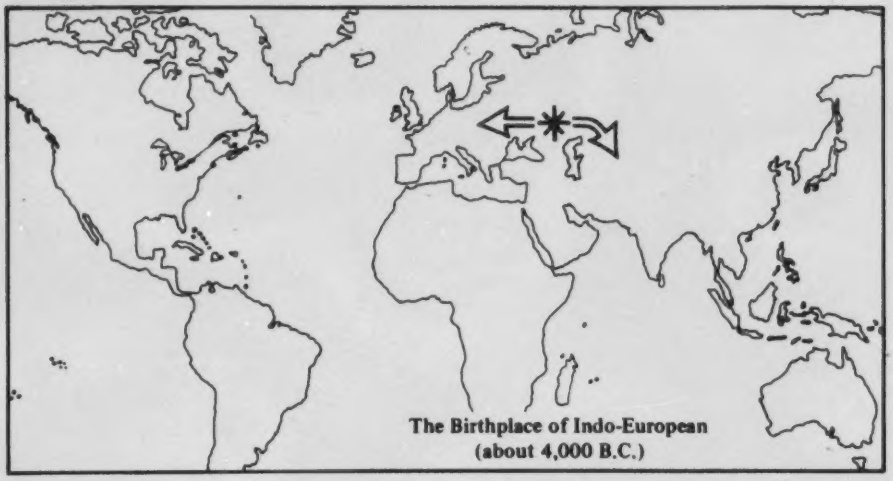
4. All the words below have special beginnings called prefixes. The prefixes below are from Latin. List them and their meanings.

A.	B.	C.	D.
nonexistent	reappear	conversation	supernatural
nonhuman	recapture	concord	superfluous
nonfiction	reclaim	convoy	superannuate

5. The chart below lists the main branches of the Indo-European Family, and the various languages that make up each branch. Below the chart is a map of the assumed birthplace and spread of Indo-European. Indo-European was probably spoken around 4,000 B.C. and then changed slowly into the many languages that make up the family today.

The Indo-European Language Family Today

CELTIC	GERMANIC	ITALIC	HELLENIC	BALTO-SLAVIC	INDIC	IRANIAN
IRISH GAELIC	ENGLISH	LATIN	GREEK	RUSSIAN	SANSKRIT	PERSIAN
SCOTS GAELIC	FRISIAN	PORTUGUESE		BYELO-RUSSIAN	HINDI	PASHTO
WELSH	DUTCH	SPANISH		UKRAINIAN	URDU	KURDISH
BRETON	FLEMISH	CATALAN		BULGARIAN	BENGALI	BALUCHI
	AFRIKAANS	PROVENCAL		MACEDONIAN	BIHARI	
	LOW GERMAN	FRENCH		SERBO-CROATIAN	MARATHI	
	GERMAN	ITALIAN		SLOVENE	PUNJABI	
	YIDDISH	RHAETO-ROMANCE		CZECH	GUJARATI	
	ICELANDIC	RUMANIAN		SLOVAK	SINDHI	ARMENIAN
	FAROESE			POLISH	ASSAMESE	
	NORWEGIAN			WENDISH	SINHALESE	
	SWEDISH			LATVIAN	ROMANY	ALBANIAN
	DANISH			LITHUANIAN		



The Birthplace of Indo-European
(about 4,000 B.C.)

Note that Finnish, Hungarian and Estonian are *not* Indo-European (they are Finno-Ugric), and that Basque does not seem to belong to any language family at all.

For each of the following languages, name the branch of Indo-European that it is in, name the main countries where it is spoken, and locate these countries on the map:

English
French
German
Latin
Russian
Welsh (refer to Unit 3 if necessary)
Norwegian
Swedish
Spanish
Greek
the languages of India
Gaelic (two kinds)
Portuguese
Breton

Unit 8.

BORROWINGS FROM AROUND THE WORLD

Europe

Since English is spoken all over the world, it is in contact with many other languages. English has borrowed many words from these languages, but this borrowing is small compared to the borrowing over many centuries from French, Latin and Greek.

Sometimes, several words in an area of specialization are borrowed. From its neighbours in Europe, for example, English has borrowed the following groups of words:

Italy – music – *soprano, duet, opera, violin;*
Holland – sailing – *cruise, deck, yacht;*
Germany – dogs – *poodle, dachshund, Doberman.*

These three countries have provided English with other words as well:

Italy – *umbrella, balloon;*
Holland – *skate, luck;*
Germany – *noodle, kindergarten.*

Other European countries have given a smaller number of words to English. Some examples are *vodka* from Russia, *robot* from Czechoslovakia, and *ski* from Norway.

The East

A few words came from the languages of the ancient trade routes to the East. These reflect the goods that were traded:

Arabic – *alcohol, coffee, cotton;*
Persian – *orange, tulip, turban;*
Hebrew – *camel, cinnamon.*

The colonies of the British Empire provided the source for some words too:

India – *curry, shampoo;*
Australia – *kangaroo, boomerang;*
Chinese colonies – *tea, ketchup.*

North America

North America has provided some words from the Eskimo and Indian languages:

parka, igloo, toboggan, skunk, moose, tomato, tobacco.

It is in the nature of English to borrow handy words from wherever they exist, and to adapt them to English pronunciation and grammar. Once borrowed into English in this way, words lose their foreign flavour and become a regular part of the English language.

FOR DISCUSSION AND REVIEW

(Possible answers page 41.)

Vocabulary Check:

a. In each of the following lists, use all the words in a single sentence:
music (from Italy): *soprano, duet, opera, violin*
sailing (from Holland): *cruise, deck, yacht*
dogs (from Germany): *poodle, dachshund, Doberman*

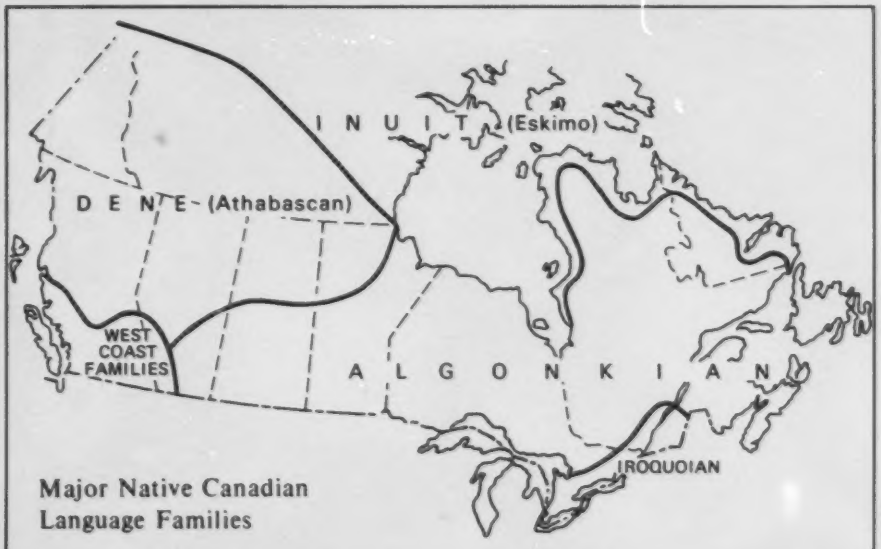
b. Describe very briefly: *umbrella, balloon,* (from Italy); *skate, luck* (from Holland); *noodle, kindergarten* (from Germany); Russian *vodka,* Czechoslovakian *robot,* Norwegian *skis.*

c. Where would you find *alcohol, coffee, cotton, oranges, tulips, turbans, camels, cinnamon* (all from the mid-East)?

d. What do you do with *shampoo* or Indian *curry*; an Australian *boomerang;* Chinese *tea* or *ketchup;* a *parka,* an *igloo,* a *toboggan,* a *tomato, tobacco*?

e. Describe how you would recognize *kangaroos, skunks, moose.*

1. English has borrowed words from various native languages of North and South America. For example, *parka* comes from the Aleutian islands off Alaska where a language related to the Inuit (Eskimo) dialects is spoken. *Tomato* comes from Nahuatl, a Central American language, and *tobacco* comes from Carib, a language of South America. In Canada, most of the borrowing has been from a single language family which has a long



Major Native Canadian Language Families

history of contact with English. Try to guess its name by thinking of the area on the map on page 37 where all the following things may be found: *skunk, moose, toboggan, moccasin, muskeg.*

2. What do *igloo* and *kayak* mean?
   Where do you think they are borrowed from?

3. What language or country do each of the following pairs of words come from:

A.	B.	C.	D.	E.
jungle	*goulash*	*taboo*	*whisky*	*rodeo*
pyjamas	*paprika*	*tattoo*	*clan*	*bravado*

4. If you were a dictionary maker, how would you decide on the ancestry (or etymology) of a word? Compare your method with the answers to this question on p.41.

5. **Definition Game**
   Divide the class into two teams (A & B). Each team should pick five words from the list below that they can define, but that will be difficult for the other team to define. Then Team A announces its first word through a spokes-person, and Team B must try to define it. If, in the judgment of the teacher, Team B's definition is acceptable, they get one point. If it is not acceptable, Team A must provide a definition. If this definition is correct, Team A gets a point. If it is incorrect, there is no score and the teacher gives the definition. Then it is Team B's turn to announce a word and ask Team A for a definition.

   Continue taking turns in this way until both teams have exhausted their words. The team with the highest score wins.

   Example: Team A: *cannibal*
   Team B: 'A human who eats humans'
   Teacher: Team B gets one point.

GAME WORDLIST

cannibal	(<Carib)
oasis	(<Egyptian)
skill	(<Norse)
coleslaw	(<Dutch)
electric	(<Greek)
modern	(<Latin)
lieutenant	(<French)
paper	(<Latin)
scarlet	(<Persian)
veranda	(<Portuguese)
sketch	(<Dutch)
interest	(<Latin)
pause	(<Greek)
painter	(<French)
restaurant	(<French)
aristocracy	(<Greek)
history	(<Greek)
detour	(<French)
equal	(<Latin)
dissolve	(<Latin)
chimpanzee	(<Bantu)
candle	(<Latin)
magic	(<Persian)
landscape	(<Dutch)
seminar	(<German)
penguin	(<Welsh)
cougar	(<Guarani)
chamber	(<French)
lettuce	(<Latin)
pickle	(<Dutch)
tailor	(<French)
balcony	(<Italian)
muskeg	(<Algonkian)
centre	(<Greek)
telephone	(<Greek)
admiral	(<Arabic)
jury	(<French)
complete	(<Latin)
tiger	(<Greek)
medicine	(<French)
ballet	(<French)
ointment	(<French)
garment	(<French)
imaginary	(<Latin)
prince	(<French)
pear	(<Latin)
surgeon	(<French)
fantasy	(<Greek)
imitate	(<Latin)
spoor	(<Afrikaans)
songfest	(<German)
strict	(<Latin)
zone	(<Greek)
waffle	(<Dutch)
lemon	(<Persian)
dragon	(<Greek)
circle	(<Latin)
butcher	(<French)
theory	(<Greek)
cot	(<Hindi)
sacrament	(<French)
data	(<Latin)
kayak	(<Eskimo)
butter	(<Latin)
barbecue	(<Haitian)
sugar	(<Arabic)
tempo	(<Italian)
plunder	(<German)
carnival	(<Italian)
import	(<French)
gusto	(<Italian)
ornament	(<French)
instant	(<Latin)
sport	(<French)
colour	(<French)
debt	(<French)
hurricane	(<Carib)
recipe	(<Latin)
wagon	(<Dutch)
scent	(<French)
banana	(<Spanish)
conviction	(<Latin)
education	(<Latin)
contract	(<French)
splendid	(<Latin)
flannel	(<Welsh)
fork	(<Latin)
etiquette	(<French)

POSSIBLE ANSWERS

Unit 5. BORROWING FROM FRENCH (pages 26-27)

2. The major differences between Old English and French in each section are: A. animal *versus* food from that animal;
   B. colloquial, simple *versus* literary, elaborate;
   C. colloquial, primitive *versus* literary, refined.

   Conclusions: Those who spoke French were the refined upper classes who enjoyed literature and elaborate cuisine. Those who spoke English did not have such refinements. When the French speakers finally switched to English, they still retained French terms for these refinements.

3.

Old English Pattern	French Pattern	
picnic	cigarette*	prestige
amateur**	police	matinee*
menu	souvenir*	café*

*The starred words are sometimes heard with the stress on the first syllable. The French pattern is the result of the fact that Anglophones hear a final stress on French words.
**Sometimes heard with the stress on the last syllable.

4.

English word	French equivalent
actually	réellement (en fait)
demanded	à exigé
passed	a réussi à
resumed	ai repris
ignored	n'a pas tenu compte de
library	bibliothèque

French word that sounds like the English word above*	English translation
actuellement	at the present time
demander	ask
passer	take (a test)
résumer	summarize
ignorer	be ignorant of
librairie	bookstore

*These are sometimes called false friends or false cognates, but most often *faux amis*.

Unit 6. MORE BORROWINGS FROM FRENCH (pages 29-30)

Answers to questions 1-5 will be found in a dictionary.

6. A. *-ity* (French *-ité*) often turns adjectives into nouns and usually means 'condition of being x'
   B. *-ment* (same in French) often turns verbs into nouns and usually means 'act of x-ing or being x-ed'
   C. *-ify* (French *-ifier*) often turns adjectives into verbs and usually means 'make x'
   D. *-able* (same in French) often turns verbs into adjectives and usually means 'able to x'.

Unit 7. IS ENGLISH MOSTLY FRENCH? (pages 33-35)

Answers to questions 2 and 5 will be found in a dictionary.

1. A. The Old English words are nouns while the Latin words are adjectives.
   B. The Old English words are simple while the Latin words are literary.
3. fragile – usually refers to objects that are easily broken or damaged.
   frail – usually refers to persons who are physically slender or morally weak.
   extraneous – refers simply to something that doesn't belong, that is from outside and not part of what is under consideration.
   strange – refers to things from outside that are unusual or unfamiliar, and that are outside the ordinary or natural order.
4. A. non – 'not'
   B. re – 'again'
   C. con – 'with'
   D. super – 'above, over'

Unit 8. BORROWINGS FROM AROUND THE WORLD (pages 37-38)

1. Most words borrowed are from Algonkian (sometimes Algonquin).
2. *Igloo* and *kayak* are from Inuit (Eskimo).
3. A. India (Hindi), B. Hungarian, C. Polynesian (central Pacific Ocean area), D. Scots Gaelic, E. Latin American Spanish.
4. First, dictionary makers (called lexicographers) find the earliest possible written use of a word by examining old manuscripts. Then they look for similar words in the dictionaries of many other languages that English could have borrowed from. Spellings often give a good hint about the ancestry of a word. Although the *b* in *doubt* is not pronounced, it shows that the word comes from Latin *dubitare*.

III.

BACKGROUND ON STANDARDS AND ATTITUDES

Unit 9.

THE BEST ENGLISH?

When people ask about language standards they are really asking two kinds of questions. One question is, "What is the best English, the most acceptable English?" The other question is, "Does the standard change from place to place? How many standard kinds of English are there?" Let's look at these questions one after the other.

What Is the Most Acceptable English?

The answer is that the best English is the English usually spoken by the leaders of society: those who wield political, religious, military, financial and industrial power. Most of the rest of society imitates this standard, consciously or unconsciously, in order to get the benefits of association with this group. The schools and the media assist in spreading this standard throughout society.

How Many Standards Are There?

The answer to this question is that there are several national standards in the English-speaking world. The most prominent are *Standard British* and *General American.* Because of its long dominance over the English-speaking world, *Standard British* still enjoys much prestige. However, as Britain has become a less important world power, and the U.S. a more important one, the prestige of *General American* has increased. Each of these national standards has two forms: 1) a written or literary standard, and 2) a spoken standard.

Written Standards

In the history of English, several dialects have had the honour of being the main literary standard. In Old English the northern and southwestern dialects were used in literature. By the time printing was invented in the 1450's, the London dialect had the most prestige since London was the capital city and the largest trade centre. In North America, another written or literary standard has developed. This is not the dialect of any one city, but the written language of educated people generally. The written language is much the same in the U.S. and Canada, except that Canadians may use a few different words and spellings.

Spoken Standards

In Canada the majority of Anglophones speak a single dialect which has become the spoken standard. It is called *General Canadian* English and it is quite uniform all across Canada, in every part of society. The U.S. has at least two spoken standards, a northern and a southern one. In England, there is the spoken standard of the most famous private schools, the universities and the broadcasting system as a whole, but a number of regional standards are beginning to replace this standard on television and in education.

Who Pays Attention to Language Standards?

Many individuals and groups have strong feelings about language standards. But in general, the amount of attention paid to standards varies between the sexes and according to professional groups.

In Canada, Britain and the U.S., more women have the spoken standard as a goal than men. More women avoid swearing and non-standard sentences such as, 'I don't know nothing about it.' Men are more likely to associate independence, non-conformity and toughness with such non-standard speech, and use it. But teachers, even male ones, certainly do pay attention to standards of English and most professionals of both sexes will insist on using the standard in formal situations on the job. However, if you listen closely, you can hear some native speakers switching from standard to non-standard speech depending on the situation they are in.

FOR DISCUSSION AND REVIEW

(Possible answers page 72.)

Comprehension Check:

a. What are some national standards of English?
b. Has the literary standard of English always been the same?
c. What are some literary standards of English?
d. What are some spoken standards of English?
e. Who pays more attention to English standards, men or women?

1. The term *language standards* refers to the conventions for correct speaking or writing. What does *standard languages* means? Do French and other languages of the world have more than one standard variety? The word *standard* has several other meanings besides the ones used in this unit. Give another meaning and an example sentence if you can.

2. How does a dialect become a standard? What gives a dialect prestige? How does the standard spread?

3. Some standards are based on the educated speech of a single city, but others are not. Which of the cities below have had a strong influence on an existing standard?

London (England)	Washington	Toronto
Calgary	New Orleans	Quebec City
Hollywood	Paris	Montreal

4. Which standard should students of English as a second language aim for? Which standard is the most appropriate for the things that they want to achieve when using English? Should ESL students learn Upper Class Canadian which exists in pockets like Rosedale in Toronto and Westmount in Montreal, and in boardrooms along Bay Street and St-Jacques? Should they learn Standard British which is so often heard in the theatre, in English Canadian universities, and in government? Or should ESL students learn General Canadian – the language of most English-speaking Canadians?

5. Should students of English as a second language retain the accent of their first language when they speak English? Is a non-native accent a sign of identity?

(Note: It is difficult for adults to reach a flawless pronunciation of a second language, but not impossible. A second language pronunciation system can be learned with good instruction and a lot of practice. And learning a new pronunciation system will not affect the pronunciation of the native language.)

VISITORS FROM OUTER SPACE

Unit 10.

INTRODUCTION

Visitors from Outer Space is a play about two Nedrians, inhabitants of the distant planet Nedria. Their names are Zaran and Rifnul. They were sent to Earth by their superior, Colonel Vareleel, to learn as much as they could about Earth's culture and languages. On Earth they meet a woman called Jane.

The scenes in the play which are spoken in Nedrian have been translated. When Nedrian is spoken in front of Jane, however, she hears it as it sounds to Earthlings: Δ :: ≡ ɪ ∝ ∠ ⌖ ≶ ‖ ⊥ ⊁

The first scene in the play takes place on Earth. It is July 2nd, 1995, ten days before the end of Zaran and Rifnul's visit to Earth.

SCENE I – The Winnipeg Public Library, Downtown Branch

ZARAN: Excuse me, but . . .

JANE: Sh!

ZARAN: Oh! I'm sorry!

JANE: Sh-sh-sh! This is a library, you know!

ZARAN: Oh, yes – of course.

JANE: And we don't stand for any noise!

ZARAN: Oh. I was just wondering if you could tell me the exact date.

JANE: July 2nd, 1995.

ZARAN: Thank you. So this is the Winnipeg Public Library.

JANE: (*with pride*) Downtown Branch. I'm Jane, the Head Librarian. Anything in particular you were looking for?

ZARAN: Well, no thank you. Uhm – yes. Where are the dictionaries?

JANE: Are you interested in dictionaries?

ZARAN: Yes.

JANE: So am I!

ZARAN: My name is Zaran.

JANE: That's an unusual name!

ZARAN: I come from . . . uh . . . far away.

JANE: My, what a lovely Roman nose you have!

ZARAN: A lovely what?

JANE: Roman nose – its so aquiline!

ZARAN: What does 'aquiline' mean?

JANE: It comes from the Latin 'aquila', which means eagle.

ZARAN: I'm not too familiar with your languages.

JANE: A Roman nose comes straight down from your forehead, and then it curves down like an eagle's beak.

ZARAN: Does my nose look like an eagle's beak?

JANE: Oh, Roman noses are very attractive. Here. I'll take you over to the dictionaries. We can look up the exact definition together.

ZARAN: Well, thank you very much.

JANE: Right over here.

Comprehension Check: It may be helpful to listen to parts of the Introduction and Scene I again while answering the following questions.

a. What is Nedria?
b. What are the people on that planet called?
c. What is the name of their language?
d. Why do the Nedrians come to Earth?
e. What is an Earthling?
f. Who is Jane?
g. Who is Zaran?
h. What does Zaran ask Jane?
i. What year is it?
j. What interest do Zaran and Jane share?

Unit 11.

SCENE II – A field north of Winnipeg.

ZARAN: (*from far off*) Hello! (*getting closer*) Rifnul! (*right there*) Hello!

RIFNUL: Σ ∠ ‖ Δ :: ⋄ Δ ∇ ‖ ≳ × ⸗ ≡

ZARAN: (*enthusiastically*) Wow! It almost seems strange to hear Nedrian after all this time!

RIFNUL: (*very drily*) Zaran, you *are* excited.

ZARAN: Oh! You learned to speak English really well!

RIFNUL: (*bored*) That's not surprising, Zaran. I have been living in North America for six very long, boring months.

ZARAN: Boy! Am I glad to see you again!

RIFNUL: That's not surprising either. Come. I am quite anxious to return to Nedria – finally.

ZARAN: Before we go, Rifnul, I have something to tell you!

RIFNUL: Zaran, really, I'm not interested. Don't tell me, tell the Colonel.

ZARAN: Oh! The Colonel will be thrilled to hear my news!

RIFNUL: Not nearly as thrilled, of course, as she will be to see *me* once again. After six long – *very* long months.

ZARAN: Six wonderful months! It's great to be on a planet like Earth, where you can get as excited as you like!

RIFNUL: Well, now is the time to calm down.

ZARAN: Yes, sir.

RIFNUL: Turn on your warning device.
(*Warning device beeps.*)
There! See how excited you are! You can't set one foot on Nedria until you calm down.

ZARAN: Yes sir!

RIFNUL: Speaking of returning to Nedria, do you remember, by any chance, what time we were scheduled to meet at this takeoff location?

ZARAN: Oh yes, Rifnul, of course, I'm sorry.

RIFNUL: Why don't you tell me that time once again, just for fun, using Earth dates?

ZARAN: July 12th, 1995, at 8:00 p.m.

RIFNUL: And what is the present time, in Earth dates?

ZARAN: July 14th, 1995, 8:05 p.m. I'm two days late.

RIFNUL: Two days, and five minutes. Zaran, our Nedrian study missions to other planets depend on split second precision. I would have thought that on your first mission, you would at least . . .

ZARAN: Rifnul, I have the most wonderful news!

RIFNUL: Save it Zaran. Save it for the cool, quiet offices of the beautiful, cool, quiet, Colonel Vareleel. Not that *she* will be all that interested either – once she sees *me* again!

ZARAN: But Rifnul . . .

RIFNUL: Too bad, really. She will just have to control herself – at least until she's heard our report. But, Zaran, do let's keep the reports short, all right?

ZARAN: Excuse me Rifnul, but – there's someone I want you to meet!

RIFNUL: Zaran, for heaven's sakes, if you don't calm down before we reach Nedria, you won't be there long enough to give any kind of report.

ZARAN: (*leaving*) I'll be back in a minute.

RIFNUL: Where are you going? I am tired of this silly, noisy planet.

ZARAN: (*returning*) Here we are, dear. Look, there's the ship! And that's Rifnul, my commander. Here darling, take my arm. Rifnul, I'd like you to meet Jane.

JANE: How do you do, Mr. Rifnul, sir?

RIFNUL: Charmed, I'm sure. Zaran, are you quite ready?

ZARAN: Jane is coming back to Nedria with us!

RIFNUL: Zaran, don't be ridiculous. You know the Nedrian atmospheric conditions.

ZARAN: She won't be dangerous if she wears a warning device!

JANE: Dangerous? I beg your pardon?

RIFNUL: Every atom on Nedria is in such an excited state that any emotional excitement will cause the whole planet to explode.

ZARAN: Don't worry, dear. I'll set your warning device to a really nice place in your own past.

RIFNUL: And you'll be sent right back there automatically the minute you lose control of yourself.

JANE: (*very insulted, haughtily*) Lose control of myself? Well! I never! Sir, I was the chief librarian at the Downtown Branch of the Winnipeg Public Library for twenty-five years!

ZARAN: One of the best run libraries in that city.

JANE: And if you think I'll be upset by a simple move to another planet, you're quite wrong!

ZARAN: Besides, she can wear my warning device, can't you, syrup?

JANE: Now, Zaran. I've told you time and again, the expression is 'honey'.

RIFNUL: I think that you had better keep your warning device, Zaran, honey.

JANE: Words of endearment are usually reserved for members of the opposite sex, Mr. Rifnul.

RIFNUL: Do you know all the rules of English grammar?

50 JANE: Why, yes, of course.

RIFNUL: Are you well-educated?

ZARAN: Is she ever! Librarians know a lot!

RIFNUL: Are you a member of the rich and powerful Upper Classes?

JANE: Goodness no. I work for an honest living.

RIFNUL: Oh. What a bore. I thought you might after all be of some *use* to us.

JANE: What exactly do you mean by that?

RIFNUL: Zaran, you know as well as I do how dangerous it is for anyone to enter Nedria's atmosphere without a warning device on their watch. This woman doesn't even have a watch.

JANE: Mr. Rifnul, I don't like your attitude. Of course I have a watch.

ZARAN: No darling. We're talking about a special kind of watch. It needs a warning device on the back.

RIFNUL: The warning device starts to make a beep sound the minute your level of excitement is enough to seriously endanger our planet.

ZARAN: It gives you a lot of warning, really. After you hear the beep you have lots of time to calm down.

JANE: (*getting angry*) Calm down? I was in charge of that library for twenty-five years! In all that time I never once lost my temper! I tell you, I am going to Nedria and . . .

RIFNUL: (*giving in*) All right!!! But please don't speak so loudly! Here, Zaran, take my warning device. I'm not very likely to get too excited.

ZARAN: Why, thank you sir!

RIFNUL: I'll do anything to get off this ridiculous planet. Now let's get on board. We're already two days late.

ZARAN: Yes sir. After you my darling Jane.

RIFNUL: You'd better set the controls of her warning device the minute we're on board.

ZARAN: Rifnul, I think Jane would like us both to be very quiet while she boards the ship.

JANE: Yes, please, if you don't mind. This is quite a new experience for me and I need absolute silence in order to concentrate.

ZARAN: Just step through the opening right there, my love.

JANE: Sh-sh!

ZARAN: Oh yes. I'm sorry.

JANE: Sh-sh-sh!

RIFNUL: If you like quiet, you'll love Nedria.

FOR DISCUSSION AND REVIEW

Comprehension Check:

a. Who is Rifnul?
b. What does he think of Earth?
c. What does Zaran think of Earth?
d. Why do they meet in a field?
e. What is Zaran's great surprise for Rifnul?
f. Why does Rifnul say that it will be dangerous to bring Jane to Nedria?
g. How do Nedrians make sure that they don't cause the whole planet to explode?
h. What is a 'device'?
i. What happens to Nedrians who lose control of themselves?
j. Is Jane well-educated?
k. Is she Upper Class?
l. What does Rifnul think of her?
m. What does Jane think of Rifnul?

1. Rifnul speaks English in a very formal way – he uses literary words like 'endanger' and pronounces sentences very carefully. (Notice that Rifnul even uses a phrase sometimes used in Upper Class Canadian that comes from British English: "... do let's keep the reports short ...".) How would you describe the way Zaran speaks? What about Jane's speech?

2. Describe each character's attitude to peace and quiet.

3. What do you think will happen next in the play?

Unit 12.

SCENE III – On the Spaceship Flying Back to Nedria.

ZARAN: Darling, look at this.

JANE: Sh-sh!

ZARAN: Jane, darling, you're not in the library anymore –

JANE: Zaran, sh!

ZARAN: That's all behind you now! We can finally talk as loud as we want!
(*Rifnul moans in his sleep.*)

JANE: Yes, Zaran, but Rifnul's asleep.

ZARAN: Oh!

JANE: Sh!

ZARAN: Sorry.

JANE: Now then, what did you want me to look at?

ZARAN: Well, I guess you'd call it a Nedrian typewriter.

JANE: Oh, yes. Now, where are the keys?

ZARAN: There aren't any. Look, I'll start writing my report. All you do is *talk* into it.
(*Ring*)
"Hello. This is Zaran, blasting back to Nedria with this really groovy chick . . ."

JANE: 'Really groovy chick'? Where did you hear that?

ZARAN: Oh, I don't know. On the street somewhere, I guess.

JANE: Exactly. Most slang words go out of style before they even get into a dictionary.

ZARAN: English words go in and out of fashion?

JANE: Well, of course. Every language has young people. Aren't the young Nedrians always thinking up crazy new expressions?

ZARAN: No. New expressions are illegal on Nedria. Nedria isn't really very groovy.

JANE: Well, slang is all very colourful for a while, and I suppose it makes certain people feel more important, but really, 'groovy' isn't a very good word.

ZARAN: How's this then:
(*Ring*)
"I'm going back to Nedria with a very beautiful lady named Jane."

JANE: Much nicer.
(*Ring*)

ZARAN: "Jane and I – that's me, Zaran, in case I forgot to say it before – got together in – oh, I guess in the library, and we said. . ."

JANE: Now, what kind of a way is that to write a report?

ZARAN: Oh Jane, I have to say it. You're the best thing that happened to me in . . .

JANE: Well, that's all very well, but you're writing a report! You can't just use the first words that pop into your head!

ZARAN: Why not?

JANE: It's not good English. You don't write 'going back' or 'got together'.

ZARAN: That was what you said.

JANE: Yes, but writing is different. The proper words are 'returning' and 'met', and we try to put them in nice logical sentences. 'When we met in the library for the last time, we held hands across the table and decided to return to Nedria together.'

ZARAN: Jane, that sounds beautiful! It's so tidy. Why don't we talk like that all the time?

JANE: If we did that, we'd sound just like your friend Rifnul there.

ZARAN: Rifnul's not exactly a friend. He's a superior officer . . .

JANE: Well, he doesn't need to talk so superior all the time.

ZARAN: You mean the way he uses big words?

JANE: Yes. He sounds like a dictionary. Even if he is a superior officer, he doesn't need to go around looking down his Roman nose at us.

ZARAN: What's a Roman Nose?

JANE: Zaran, have you forgotten our first meeting?

ZARAN: Of course not, dear. Winnipeg, July 2nd, 1995.

JANE: The Public Library, Downtown Branch.

ZARAN: I want you to know, Jane, I set the controls on my warning device for exactly then and there. If anything goes wrong, I want to go back to the moment we first met.

JANE: Oh Zaran, don't be silly – nothing is going to happen!

ZARAN: Listen – why don't I set your controls to that very same time and place? Here – was July 2nd, 1995 a happy day for you?

JANE: It was the first time we ever looked up a word together.

ZARAN: Oh yes! Roman nose! It means, 'having a prominent, slightly aquiline bridge'. Of course, I remember now. . . . Jane?

JANE: Yes?

ZARAN: How did a Latin word like 'aquiline' get into the English language?

JANE: From Roman literature. The Romans ruled England a long long time ago.

54 ZARAN: Wow! Was there a lot of fighting?

JANE: Well, of course.

ZARAN: Really? Nedria's atoms could never stand all that excitement! How do the conquerors force the people to speak their language?

JANE: Oh, don't be so silly! They don't force them! Well, at least, not usually. It just happens gradually. Certain new words start to be used. Sometimes the conquerors even pick up the other people's language!

ZARAN: (*disappointed*) So there isn't always a big fight?

JANE: Shame on you! . . . Zaran, do *all* Nedrians have Roman noses?

ZARAN: I guess so. When I first saw Earthling noses I was . . .

JANE: (*getting suspicious*) Funny. I used to think yours was attractive but now I'm not so sure. Do all Nedrians like fighting?

ZARAN: Fighting? Oh no. Any argument on Nedria could cause the whole planet to blow up.

JANE: Then why are you so interested in Earth?

ZARAN: Oh! Earth is wonderful! Earth has so many different languages!

JANE: Why is *that* so wonderful?

ZARAN: On Nedria, the language is exactly the same, all over the planet! What happened on Earth? In North America, for instance?

JANE: North America was settled by people from many different European countries.

ZARAN: And did those European languages change the way English was spoken in North America?

JANE: Yes. Very slowly.

ZARAN: Hey! I bet contact with us Nedrians will really influence English!

JANE: (*alarmed*) Is Nedria planning to conquer Earth?

ZARAN: Oh, no! Earthlings are so attractive to us! They're so energetic! Everyone on Nedria will be really jealous of me. I love your nose. And *I love you!*

(*Rifnul moans*)

JANE: (*annoyed*) Zaran, sh-sh-sh! For heaven's sake!

ZARAN: Oh, Jane – I'm sorry. Can't I even say 'I love you'!

JANE: Not if your going to wake up your superior officer!

ZARAN: Oh yes. I'm sorry.

JANE: All I want is a little peace and quiet!

FOR DISCUSSION AND REVIEW

Comprehension Check:

a. How does a Nedrian typewriter work?
b. What is the name given in English to lively new expressions that are not quite respectable and quickly go out of style? Give an example or two.
c. What kind of English is used in reports?
d. How are the sentences in written English different from spoken English?
e. Does Nedrian make any distinction between written and spoken language?
f. If Jane's or Zaran's warning device goes off, where in their own past will it send them?
g. What is a Roman nose?
h. Does Zaran enjoy fighting? (Jane seems to think he does because he has a Roman nose that looks like an eagle's beak!)
i. What does Jane think Zaran and the Nedrians want to do on their next expedition to Earth?
j. What does Zaran think of Jane?

1. A person might say: "Uh, I'll have to look into that. I, uh, I'll tell you what I'm going to do about it later, OK?" Turn this into written English. (Compare the possible answers on page 72.) Make a note of some of the differences between written and spoken English. What does Jane think of someone like Rifnul who speaks in a formal, literary way? Do you agree with her?

2. What will happen to English when a typewriter like the Nedrian one is really invented? Can we get rid of the special rules of written English, or do we need to keep the difference between spoken and written English?

3. When Zaran hears that the Romans once ruled England (43-410 A.D.), he wants to know all about the fighting that took place. In fact, the Roman army had less effect on English than Roman (that is, Latin) literature. Most of the words from Latin came into English long after the Romans left Britain, through the Latin of the Roman Catholic Church and the 16th and 17th century revival of Latin literature. This seems to show that "The pen is mightier than the sword". Do you agree? Why (not)? Who has changed the world the most: great writers or great soldiers?

4. English has many dialects – does Nedrian? Why does North America have different dialects of English? Collect answers from this scene and from Unit 2.

5. What do you think will happen on the Nedrians' next expedition to Earth? Will they come as visitors – or will they actually come as invaders but call their expedition a 'friendship delegation' or something like that? Will they learn English? Will the Earthlings learn Nedrian? Will English borrow words from Nedrian?

6. We know that new expressions are illegal in Nedria. What other language laws do you think the Nedrians have? Do you think they also have laws about what is good Nedrian, or wouldn't they need them?

Unit 13.

SCENE IV – Colonel Vareleel's office on Nedria

VARELEEL: Hello Rifnul . . . . Zaran! Welcome back to Nedria! Come on into my office – both of you. I'm sure your reports . . .

RIFNUL: Vareleel the beautiful!

VARELEEL: Thank you Rifnul. I'm sorry I wasn't there to meet the ship. I . . .

RIFNUL: So was I, gorgeous!

VARELEEL: I had to go to a meeting; they told me that I'm getting a promotion.

ZARAN: Congratulations, Colonel.

VARELEEL: Thank you, Zaran.

RIFNUL: Well, you must be doubly happy: getting a promotion and seeing *me* again – all in the same day!

VARELEEL: Please sit down, both of you. Your trip must have been fascinating.

ZARAN: Yes . . .

RIFNUL: Compared to you, Vareleel, nothing is fascinating.

VARELEEL: Zaran, your report first; what . . .

RIFNUL: Vareleel, why would a gorgeous thing like you want to hear about a place like Earth?

VARELEEL: Because of my promotion!

RIFNUL: Earth is boring, noisy, and extremely silly.

VARELEEL: I'm in charge of the next expedition there.

RIFNUL: Are you really?

ZARAN: Congratulations, Colonel!

VARELEEL: Thank you, Zaran. I want my crew to know all about Earth before we land.

ZARAN: That's wonderful! How many languages do you want them to learn?

VARELEEL: How many? Oh dear!

ZARAN: English, French, Spanish, and Chinese are pretty basic ones.

VARELEEL: Zaran, not many Nedrians have your . . . enthusiasm for languages.

RIFNUL: Vareleel, Earth is the most ridiculous place. People who have lived side by side for centuries . . .

ZARAN: . . . will fight passionately to maintain their right to remain separate. I think that's wonderful!

58 VARELEEL: Zaran, I think you're wonderful!

ZARAN: You do?

VARELEEL: Your enthusiasm is so . . . helpful.

ZARAN: Oh. Thank you, Colonel.

VARELEEL: Earth sounds so exciting! Nedria's . . .

RIFNUL: Nedria's atmosphere could never stand the strain of so much bickering.

VARELEEL: But isn't there any one language that everyone knows?

ZARAN: (*enthusiastically*) No!

RIFNUL: (*drily*) Yes.

ZARAN: There is?

RIFNUL: What about English? We both got along fine for six months with English.

ZARAN: We were in North America, sir, but in the rest of the world . . .

RIFNUL: In the rest of the world, a lot of people and most of the leaders speak some English.

VARELEEL: Then English is obviously the language for us.

RIFNUL: Good. That's decided.

VARELEEL: What do you think Zaran?

ZARAN: Well, if you only want to learn one language, English is all right – but at least be sure you know a couple of different varieties.

VARELEEL: Different varieties? A language is a language!

RIFNUL: *Nedrian* is a language. On Earth, the Lower Classes make a big jumble of their language. Personally, I was very careful to learn only the best possible forms and the most correct words. I had no trouble making myself understood.

ZARAN: Maybe not, sir, but most Earthlings only talk like that on very formal occasions. In more emotional or intimate situations . . .

VARELEEL: Their way of talking changes?

ZARAN: Yes. It just gets a lot more – casual.

VARELEEL: Really? Zaran, I suppose we Nedrians can't afford to get too emotional or intimate but . . .

ZARAN: It's very interesting.

VARELEEL: Oh, it must be!

ZARAN: They use shorter sentences.

VARELEEL: What if, for example, an Earthling found himself quite attracted to . . . one particular person in a special way . . .

ZARAN: Oh. Then they'd say, 'I love you'.

VARELEEL: Do you?

ZARAN: Well, I . . . I do my best to talk whatever way they talk. It's the best way to establish a meaningful relationship, don't you think?

VARELEEL: It sounds wonderful to me.

ZARAN: Of course, the words 'establish' and 'relationship' are a bit formal. It's usually more personal to use two short words instead of one long one. 'Set up' is more friendly than 'establish'. For instance, you could say to the Earthlings, 'let's set up a friendship between our planets'. And a very intimate, very personal expression is 'let's be friends'.

VARELEEL: Yes!

RIFNUL: The expression is more than likely to be out of fashion by the time your expedition lands. Vareleel, join me for a quiet dinner tonight and I'll give you a quick introduction to the very best English.

ZARAN: Now, an Earthling could say all that much more simply: 'Will you go out with me?'

VARELEEL: Yes!

ZARAN: (*not understanding*) Uh, sorry, Colonel?

VARELEEL: Yes, that *is* much simpler. And more energetic.

RIFNUL: Dangerously energetic, in my opinion. If we don't establish ourselves clearly and quickly, we run the grave risk of being contaminated by the energy of these Earthlings.

ZARAN: Rifnul, Earthlings are not always over-emotional and passionate . . .

VARELEEL: Zaran, is it true that their energy is irresistably attractive?

RIFNUL: Vareleel, you know as well as I do, that this kind of talk is dangerous. Now, why don't we complete the details of this report over a nice quiet dinner for two? Maybe even a couple of them.

VARELEEL: That sounds lovely.

RIFNUL: Well then, shall we go?

VARELEEL: Zaran?

ZARAN: Yes, Colonel?

VARELEEL: How does that sound to you?

ZARAN: Oh, that's fine with me, Colonel. Maybe I could give you the rest of my impressions . . .

VARELEEL: Over a nice quiet dinner tomorrow night. Are you free for dinner tomorrow night?

ZARAN: I'll have to check with Jane, Colonel. She's very nervous these days. She's more used to . . .

RIFNUL: She's more used to Earth, Zaran, that's obvious.

ZARAN: Yes sir, but she likes things in a certain way.

RIFNUL: Well, we can hardly blame her for that.

ZARAN: No sir . . . She reminds me of you, in that way, a bit.

RIFNUL: Really? Well, I suppose she *is* quite intelligent, well-educated and organized. But I don't think I'm really like these Earthlings. Earthlings are just too proud. They're all so conceited.

60 VARELEEL: Check with me, Zaran, tomorrow morning.

FOR DISCUSSION AND REVIEW

Comprehension Check:

a. Who is Colonel Vareleel?
b. What is her new assignment?
c. What does Rifnul think of her?
d. What languages does Zaran think the members of the next expedition to Earth should speak?
e. Why are there so many languages on Earth?
f. Even if the members of the next expedition learn only English, what varieties does Zaran say they should learn?
g. In a *formal* situation, leaders of Nedria and Earth may say, "Let's establish a friendship between our plants". In a similar *informal* situation, what would a Nedrian and an Earthling say to each other?
h. What is it in Zaran's and in the Earthlings' behaviour that appeals to Vareleel?
i. Is Jane happy on Nedria?
j. Does Rifnul see any good qualities in Jane?

1. In Scene III, we looked at some differences between spoken and written English. In this scene, there is a discussion of some differences between formal and informal English. What is the relationship between spoken and written on one hand, and formal and informal on the other? Is spoken always informal, for example?

2. When Zaran explains informal language, Colonel Vareleel teases him by making some remarks that have two meanings. What are the two meanings of Vareleel's answer in the following exchange? (Clue: what is Vareleel agreeing to?)

ZARAN: Now, an Earthling would say all that much more simply: "Will you go out with me?"

VARELEEL: Yes!

Find in the script of this scene two more of Vareleel's remarks with two meanings.

3. Imagine that you are the Colonel in charge of the next Nedrian expedition to Earth. What language(s) would you ask your staff to learn? (Are Chinese and Spanish important to know in North America?) If you choose English as the official Nedrian-Earth language, what kinds will you pick – spoken or written, formal or informal – to make the best use of your time and resources?

4. Suppose the Nedrians decide to learn English as the official Nedrian-Earth language. Do they have to learn to speak perfect English, or is somebody learning English as a second language allowed to make some mistakes? Does everyone who learns English have to learn spoken and written, formal and informal?

5. If you had to spend a year working with either Zaran or Rifnul, who would you pick and why? Consider questions such as the following: Which of the two is more efficient (on time for work, ready to make decisions, etc.)? Which one would be easier to get along with? Which is more important to you, efficiency or friendliness? Supposing you had to spend part of the year improving your English, which of the two would you prefer to have in your class?

Unit 14.

SCENE V – Zaran's home on Nedria

(Silence)

ZARAN: Jane!

JANE: Oh! Zaran! You scared me!

ZARAN: Why? What's the matter, honey?

JANE: Nothing, really, it's just that this planet is so quiet!

ZARAN: But I thought you liked peace and quiet.

JANE: No wind, no traffic, no footsteps! Even the machines don't make any noise!

ZARAN: Nedria has to be quiet to keep everybody calm.

JANE: Well, I know that, but it makes me nervous!

ZARAN: In the library you were always saying 'sh'.

JANE: Yes, but there was always shuffling! When your voice comes out of the dead air like that, it sounds so loud!

ZARAN: (*whispering*) Is this any better?

RIFNUL: Why are you whispering?

JANE: Oh! Good gracious!

ZARAN: Hello Rifnul!

RIFNUL: Hello, Zaran. ⸸ ⋖ ✕ ⌶ ≡ ∷ ∇ Are you all right, Miss Jane?

JANE: Fine thank you, Mr. Rifnul.

RIFNUL: I hope I'm not interrupting anything?

ZARAN: (*eagerly*) Not at all. I'm very glad you dropped in.

RIFNUL: I'm not surprised. *I* certainly wouldn't like to have to speak English all the time!

ZARAN: Oh, I wouldn't mind *that*.

JANE: It's good practice for him. Zaran will soon be able to teach everyone else.

ZARAN: Colonel Vareleel will have to learn the official Nedrian-Earth language.

RIFNUL: Maybe so, Zaran, but suddenly I'm not so sure that the official Nedrian-Earth language should be English.

ZARAN: Why? What do you mean?

RIFNUL: I don't think either of you realize the importance of another Earth language, French.

JANE: I do! A lot of the more formal English words come from the French.

RIFNUL: Exactly. That's why it's such an important language for diplomats!

ZARAN: In other words, Rifnul, you think we should stop speaking English and learn French?

RIFNUL: Right. I learned to speak French fluently while on Earth.

JANE: Oh dear. My French isn't very good.

ZARAN: Rifnul, I thought you only wanted to contact the rich and powerful Upper Classes!

RIFNUL: I happen to know that French is spoken all over North America.

ZARAN: Yes, it is – but only by 3% of the population! Isn't that right Jane?

JANE: I wouldn't understand a word if you all spoke French!

VARELEEL: ⟒ ⟟ ≠ ◊ X ➢ ⨍ ⋖ ⊤ ‖ ≲ ◊

JANE: On my goodness! I wish people wouldn't keep appearing like this!

ZARAN: ∝ ∠ ◊ ≲ ‖ ⊥ ➢ ⨍ ⋖

JANE: Excuse me, but don't you think we should be introduced?

ZARAN: Jane, this is Colonel Vareleel. Colonel Vareleel is in charge of the next big expedition to Earth.

VARELEEL: ⊥ ➢ ⨍ ⋖ X ◊ ≠ ⟟ Σ ∠ ‖ Δ :: ◊

JANE: Expedition? What expedition? You said you weren't going to conquer Earth!

ZARAN: Of course we're not going to conquer Earth.

RIFNUL: ◊ :: ∇ ‖ 7 ⟒ ⟟ ≠ ◊ X ➢ ⨍ ⋖ ⊤ ‖ ≲ ◊ 7 ∞ ⟟

JANE: You know I don't understand Nedrian!

ZARAN: Dear, I'm sorry but . . . . Would you excuse us for a minute?

RIFNUL: If you don't mind, we have matters to discuss.

JANE: You mean you want me to leave?

ZARAN: Oh, no dear – but we do have to speak Nedrian . . .

RIFNUL: In case you haven't noticed, the Colonel doesn't speak much English.

JANE: I see. *She* is more important than *I* am. (*leaving*) I think I'll just go look up some words in my dictionary!

VARELEEL: Your Earth friend is wonderfully excitable, Zaran.

ZARAN: Yes. It's almost a relief sometimes to switch back to speaking Nedrian though.

RIFNUL: Earthlings are so noisy! But tell us, Vareleel the beautiful, to what do we owe the unexpected pleasure of this visit?

VARELEEL: I was just wondering: where do you think is the best place for my expedition to land?

RIFNUL: A big city is always the best place to meet the most powerful people. There's enough space to land just north of an important city called Houston.

ZARAN: Yes sir, but I've been so careful to learn to speak English exactly the way Jane speaks it!

VARELEEL: Do they speak it differently near this Houston?

RIFNUL: Oh, of course. Earthlings, speak different ways in different places.

ZARAN: Yes, but Jane speaks the kind that is spoken on TV.

RIFNUL: TV is nothing but an exploitation of raw human emotions and other violence.

ZARAN: But on Earth, everybody watches TV!

RIFNUL: If we absolutely must learn English, I only hope we can do it without getting involved with TV.

JANE: *(returning)* Well, I'm back. I refuse to be insulted anymore.

VARELEEL: Zaran, I'm not surprised, but is seems your friend can't stand to be away from you for very long.

RIFNUL: Oh dear! I suppose we'll be forced to speak English to her.

ZARAN: Jane! Hello, dear. How was your dictionary?

JANE: Fine, thank you. What were you talking about?

ZARAN: I was just telling Colonel Vareleel that almost everyone in North America would understand the way you talk.

JANE: Of course they would. Why are you telling her that?

ZARAN: Well, we were just trying to decide . . .

JANE: . . . what to do with me?

ZARAN: What do you mean?

JANE: Are you afraid that I know too much about Nedria? You *are* going to conquer Earth, aren't you?

RIFNUL: Believe me. We wouldn't be bothered.

ZARAN: *(becoming exasperated)* Jane, the expedition will be a friendly exchange between our planets . . . just a friendly sharing of information.

JANE: What kind of information?

(*Jane's warning device begins to beep quietly.*)

RIFNUL: Personally, I doubt if Nedria will find anything interesting on Earth.

JANE: What *is* your interest in Earth, then?

(*The warning device becomes louder.*)

ZARAN: Jane dear, take a deep breath. Your warning device is beginning to beep.

RIFNUL: This is extremely boring.

JANE: Boring? I'm very sorry to bore you, Mr. Rifnul, sir, but I'm sick and tired of that kind of talk!

(The warning device begins to beep faster.)

ZARAN: Jane, dear, the warning device!

RIFNUL: I do wish it would hurry up.

JANE: Hurry up and what? Take me away? If you think I'm that easy to get rid of . . .

ZARAN: Jane!

RIFNUL: Miss Jane, let go of my shoulders this instant!

JANE: I came to Nedria for a little peace and quiet – all I ever hear from you is nasty, snobby insinuations!

RIFNUL: Let go of me!

JANE: You and your Roman nose!

ZARAN: Jane!

JANE: You're all the same, you and your Roman noses . . .
(One very loud beep, then silence.)

VARELEEL: Zaran, stop thinking in that Earth language. Two deep breaths.
(Zaran breathes deeply.)
Now. Talk Nedrian.

ZARAN: (*shocked*) She's gone.

VARELEEL: So is Rifnul. Zaran!

ZARAN: She must have held onto him so tightly that he...

VARELEEL: Was he wearing a warning device?

ZARAN: No. She was wearing his. Set for July 2nd, 1995, the Winnipeg Public Library, Earth.

VARELEEL: Well then, that's where they both are. Poor Rifnul won't remember a thing. Oh well. We can pick him up when we land the next expedition.

ZARAN: We?

VARELEEL: Would . . . uh . . . you like to come with me?

ZARAN: Oh, yes! I'd love to – I mean – I, well, I loved Earth and I'd really like to . . .

VARELEEL: Yes?

ZARAN: I'd really like to work with you, Colonel.

VARELEEL: Zaran, are you very broken-hearted about Jane?

ZARAN: I don't think Jane was very happy here, Colonel.

VARELEEL: We could bring her back if you want.

ZARAN: Well Colonel, I don't think so, no.

VARELEEL: Zaran, would you do me a favour?

ZARAN: Yes Colonel?

VARELEEL: Call me Vareleel.

FOR DISCUSSION AND REVIEW

Comprehension check:

a. What does Jane think of the silence on Nedria?
b. How good is Zaran's English?
c. How does Jane react to meeting Colonel Vareleel?
d. How does Jane feel when everyone speaks Nedrian around her?
e. Where does Rifnul suggest landing the next big expedition?
f. Is the English there different from Jane's?
g. Where did Jane learn her variety of English?
(Clue: remember where the spaceship took off from.)
h. Is Jane's English like the English usually heard on TV?
i. Jane becomes upset when Zaran says that her English is understood all over North America – what does Jane think the Nedrians want to learn English for?
j. What happens when Zaran tells Jane to calm down?
k. What happens when Jane gets too excited for Nedria?
l. Why does Rifnul disappear too?
m. How do Vareleel and Zaran get along together?

1. In the previous scenes, we looked at differences between spoken and written English, and formal and informal English. Now we hear about regional differences between the English in Texas and in Canada. Which dialect is the best one for Canadian students of English as a second language to learn? Why is this the best one to learn? Can you name one or two different dialects spoken by recent presidents of the U.S.? Can you (or your teacher) imitate *Southern* speech, called a 'drawl'?

2. Zaran looks forward to teaching Colonel Vareleel English. This seems to make Rifnul jealous, since he suddenly changes his mind about the official Nedrian-Earth language. What does he propose? Why would that be a better language to know when visiting North America, according to Rifnul? Who does Rifnul say the next expedition should contact? What does Zaran think of these ideas? Does Rifnul continue to argue for his new proposal, or does he just drop it?

3. Rifnul says that TV is 'nothing but an exploitation of raw human emotions and other violence'. Do you agree? Why (not)? Do you think that TV will reduce the differences between the regional dialects of English? Can you think of any other developments that will reduce the differences between English dialects? For example, what effect will more and more computers and computer networks have on English dialects?

4. If you were in charge of the next expedition from Nedria to North America, where would you land? What advantages would that landing site give your expedition? What language and regional dialect should the members of your expedition know in order to make the landing successful?

5. Jane likes peace and quiet, but she doesn't like complete silence. Imagine you are at a party and there is a sudden complete silence in the room. Is this pleasant or does it make you nervous? How do you fill such silences?

6. Is it a good thing that Jane is transported back to Earth? Did she enjoy Nedria, or make Zaran happy or contribute to Nedrian society? Could Jane ever be happy on Nedria as long as she thinks the Nedrians intend to conquer Earth?

Unit 15.

SCENE VI – July 2nd, 1995, Winnipeg Public Library, Downtown Branch

RIFNUL: Oh! Oh, excuse me, Miss.

JANE: I'm the Head Librarian here, I don't stand for any noisy rough stuff.

RIFNUL: Where am I? Oh! Earth! How odd.

JANE: I beg your pardon?

RIFNUL: Could you possibly tell me the exact date?

JANE: July 2nd, 1995.

RIFNUL: Oh yes. And this is the . . . Public Library?

JANE: Winnipeg Public Library, Downtown Branch.

RIFNUL: Thank you. It's an awfully well-run library.

JANE: Thank you. Anything in particular you were looking for?

RIFNUL: Well, no thank you – yes. Could you direct me to the dictionaries?

JANE: The dictionaries! Are you interested in dictionaries?

RIFNUL: Of course. Where would a language be without dictionaries?

JANE: Oh, exactly. I couldn't agree more. My name is Jane.

RIFNUL: I'm Rifnul. How do you do?

JANE: That's an unusual name.

RIFNUL: I come from . . . far away.

JANE: My, what a lovely Roman nose you have!

RIFNUL: I beg your pardon?

JANE: A Roman nose – so aquiline!

RIFNUL: Well, thank you. I guess.

JANE: Come along with me. We'll look up the exact definition together.

RIFNUL: Well, all right. Fine.

JANE: The dictionaries are right over here.

RIFNUL: Thank you very much!

FOR DISCUSSION AND REVIEW

Comprehension Check:

a. Why is Rifnul in the Winnipeg Public Library?
b. What does Rifnul have in common with Jane?
c. Are they getting on well together? (Are they getting along as well as Zaran and Jane in Scene I?)

Discussion of the Play as a Whole

You may wish to listen to the entire play at one time before going on to the following activities.

1. Write a short description of each character in the play and how you react to that character. Use some of the following words if you wish.

beautiful	proud	likes conflict
enthusiastic	nervous	likes emotions
professional	naive	likes peacefulness
sensitive	playful	likes high quality

2. Act out part of the play. Rewrite any part you like, or have some of the characters discuss some subject ad lib (for example, the latest events in Quebec).

3. With which of the characters would you like to be in a language class? Who do you think will learn another language faster and more thoroughly? Who has the best attitude for learning languages? (For example, Zaran likes any new experiences, but Rifnul will work hard at whatever is necessary. Which do you think is better for good language learning?)

General Questions on Language

4. What is a 'bilingual person'? What is a 'bilingual country'? Is everyone in a bilingual country a bilingual person? Is Canada a melting pot where immigrants lose their mother tongue quickly? Are any languages dying in Canada? Which ones? Where? Why?

5. The editor of an English-Canadian magazine has asked readers to write to him concerning their feelings about English and French. Write him a short letter and include one or more of the following:
   a. some new words or phrases being used in your mother tongue which you feel will hurt the language;
   b. a memorable event when you or someone you know was helped by a stranger to express something in English;
   c. some recent changes in your mother tongue that you approve of because they are intended to make it fit modern or local life;
   d. an example of an English expression which perfectly illustrates some characteristics of Anglophone Canadians.

6. Bring one or more persons who have learned English as a second language to class. Find out when they learned English, where they learned English, and what kind of English they learned. What do they think is the "best" kind of English? Are they understood everywhere? Where is English most and least useful for them?

POSSIBLE ANSWERS

Unit 9. THE BEST ENGLISH? (page 46)

1. Examples of other meanings of standard: i) We have very high standards here. ii) Senior personnel must pass the language exam at the highest standard. iii) Canada is no longer on the gold standard. iv) The Queen's standard is flown on her ship whenever she is aboard.

2. A dialect becomes a standard language when the group that uses it becomes the elite or the majority.
   A dialect gets more prestige when the group that uses it becomes more important economically, politically, or culturally (as in the case of literary standards).
   The standard spreads when more and more teachers and public speakers (in church, on the radio and TV, etc.) use it and teach it.

3. London: yes; Washington: no; Toronto: yes; Calgary: no; New Orleans: yes, on the *Southern* dialect before the American Civil War; Quebec City: yes; Hollywood: yes; Paris: yes; Montreal: no.

Unit 12. VISITORS FROM OUTER SPACE – Scene III (page 56)

1. I will study the problem, and then I will inform you what action I will take. *Or:* I shall indicate what action will be taken after investigating the situation.

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